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UNITED STATES MILITARY ACADEMY

WEST POINT NEW YORK

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ONE HUNDRED FIFTY-SECOND YEAR

CATALOGUE

1953–1954

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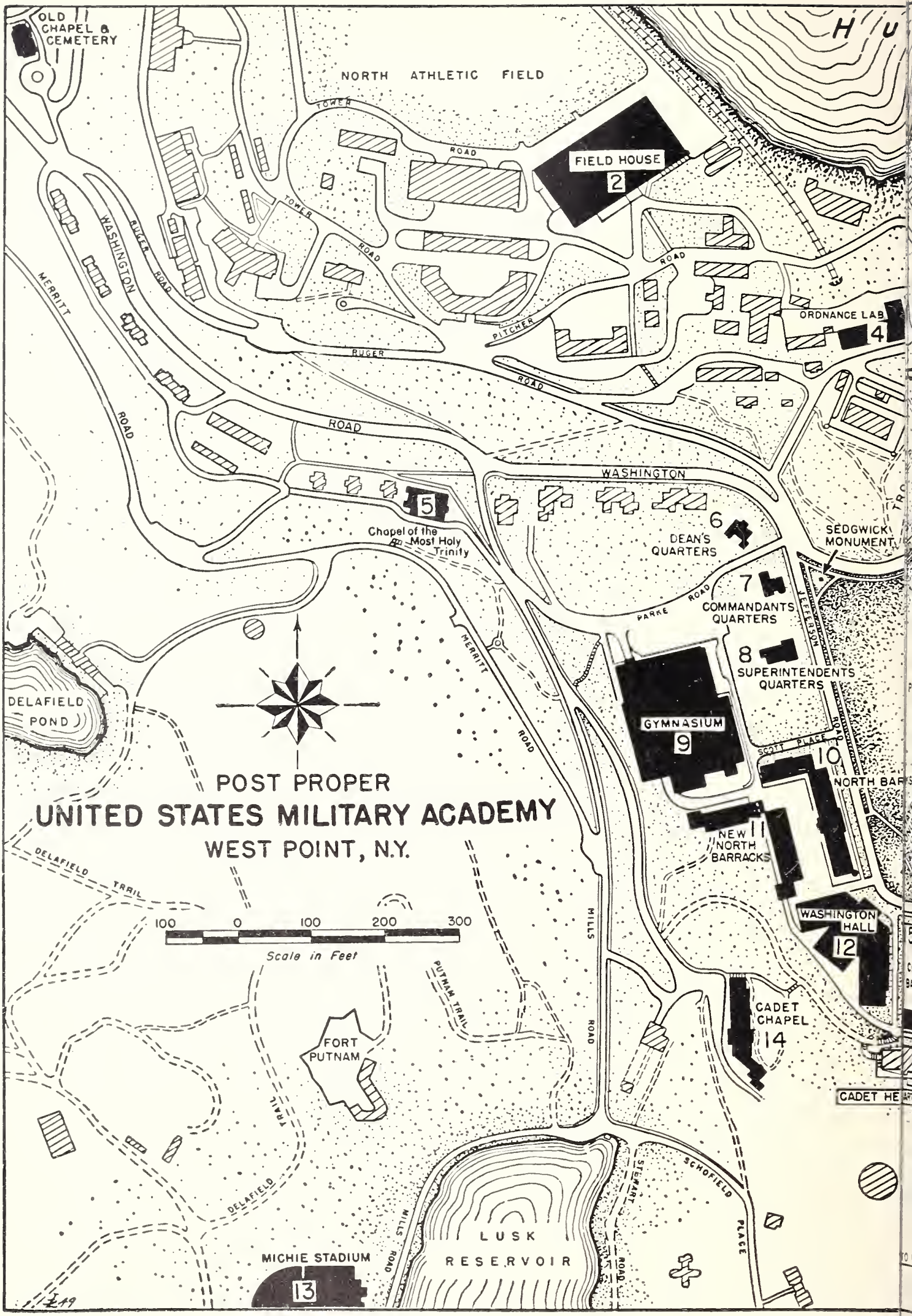
of the

UNITED STATES MILITARY ACADEMY

1953–1954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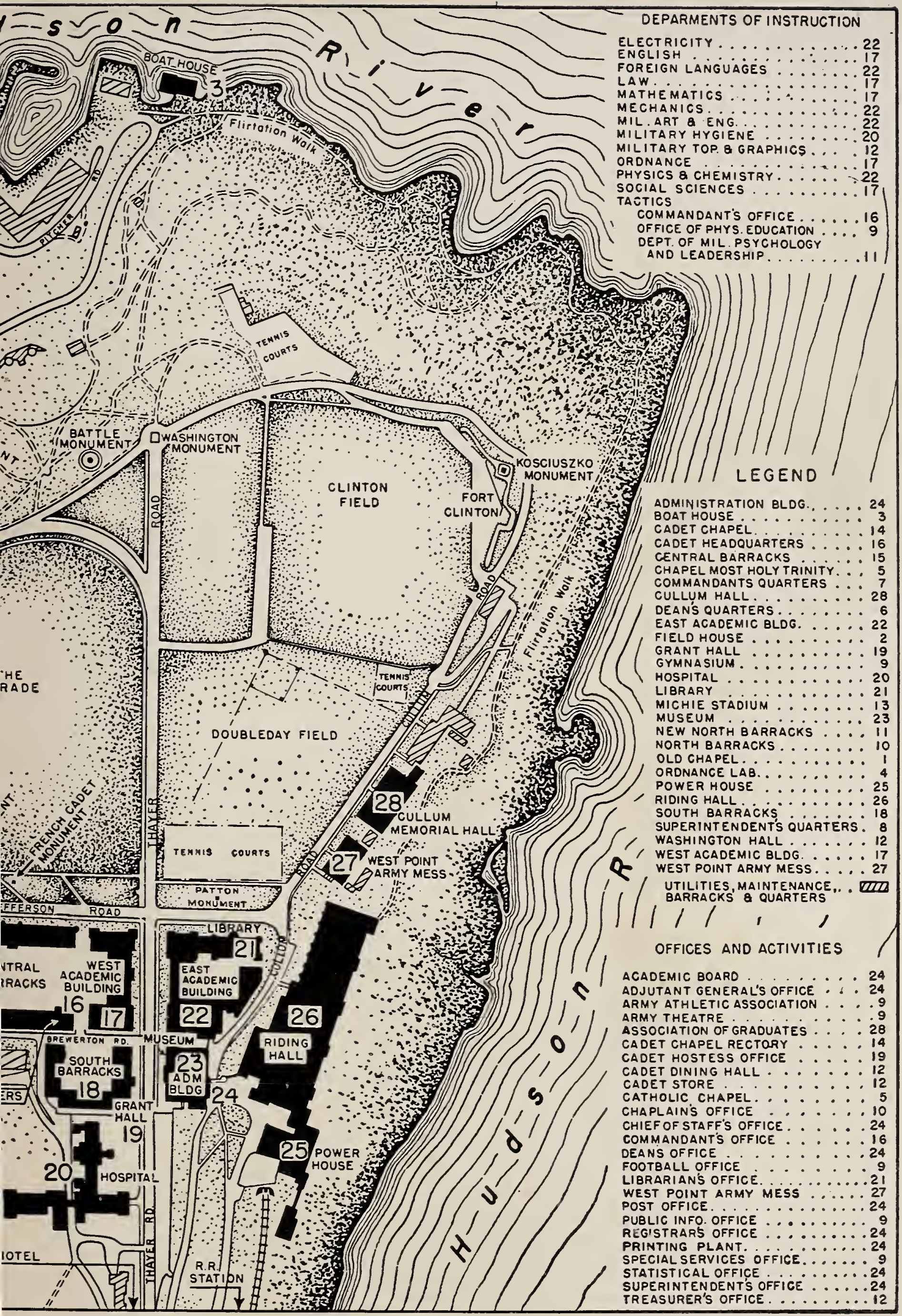
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Battle Monument

CATALOGUE

of the

UNITED STATES MILITARY ACADEMY

One Hundred and Fifty-second Year

1953–1954

COUNTRY
HONOR
DUTY
WEST POINT
USMA

United States Government Printing Office
Washington : 1953

DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C., *12 May 1953*

The following publication entitled "Catalogue of the United States Military Academy, 1953–54," is published for the information of all concerned.

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BY ORDER OF THE SECRETARY OF THE ARMY:

OFFICIAL: WM. E. BERGIN *Major General, USA* *The Adjutant General*	J. LAWTON COLLINS *Chief of Staff, United States Army*

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CALENDAR FOR 1953–54

1953

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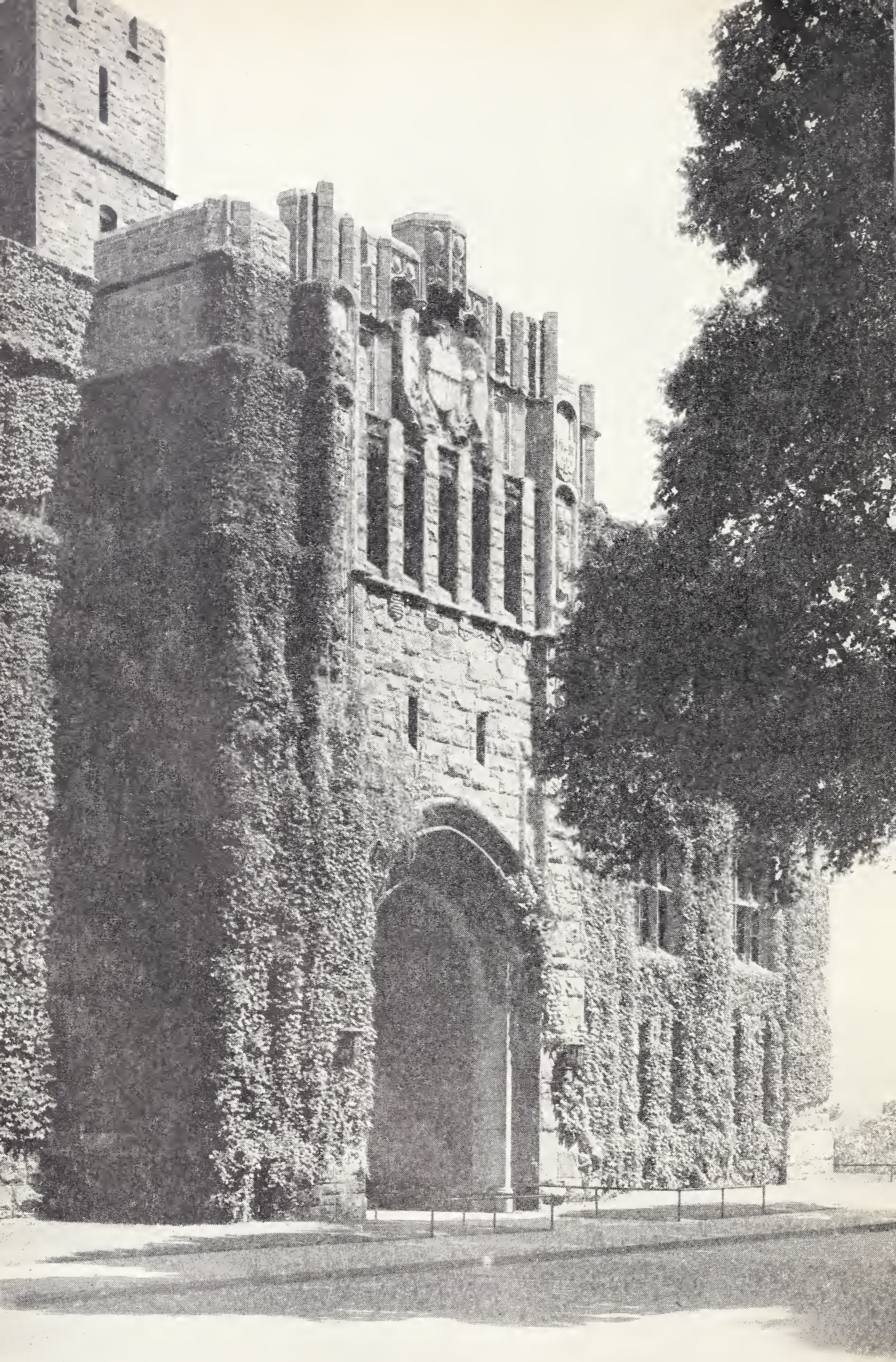
ACADEMIC CALENDAR, 1953–54

1953

7 July	*Tuesday*	New Fourth Class enters.
11 August	*Tuesday*	Re-examination of cadets deficient on second-term-end examinations.
31 August	*Monday*	Ex-cadets report for readmission.
7 September	*Monday*	Labor Day. Duties suspended.
8 September	*Tuesday*	First term begins.
11 November	*Wednesday*	Armistice Day. Classes suspended.
26 November	*Thursday*	Thanksgiving Day. Classes suspended.
22 December	*Tuesday*	First term ends at 12:00 noon. Christmas leave begins for those in three upper classes not taking term-end examinations.
23 December	*Wednesday*	Term-end examinations begin.
30 December	*Wednesday*	Term-end examinations completed. Ex-cadets report for readmission.

1954

3 January	*Sunday*	Christmas leave for three upper classes ends at 5:30 P. M.
4 January	*Monday*	Second term begins.
22 February	*Monday*	Washington's Birthday. Classes suspended.
2 March	*Tuesday*	Entrance examinations begin for candidates applying for admission July 6.
9 March	*Tuesday*	Re-examination of ex-cadets.
18 March	*Thursday*	Spring leave for three upper classes begins at 3:15 P. M.
21 March	*Sunday*	Spring leave for three upper classes ends at 6:00 P. M.
31 May	*Monday*	Memorial Day. Classes suspended.
3 June	*Thursday*	Second term ends.
4 June	*Friday*	Term-end examinations begin.
6 June	*Sunday*	Baccalaureate Sunday.
7 June	*Monday*	Term-end examinations completed.
8 June	*Tuesday*	Graduation.
15 June	*Tuesday*	Entrance examinations begin for candidates applying for admission July 6.
6 July	*Tuesday*	New Fourth Class enters.



Administration Building

ADMINISTRATION

The United States Military Academy is under the general direction and supervision of the Department of the Army. The Secretary of the Army has designated the Chief of Staff of the Army as the officer in direct charge of all matters pertaining to West Point.

The immediate government and military command of the Academy and the military post at West Point are vested in the Superintendent. Subordinate to the Superintendent is the Dean of the Academic Board who has charge of the faculty and all academic work, and who acts as representative of the academic departments and as adviser on academic matters to the Superintendent. The administration and training of the Corps of Cadets is in charge of the Commandant of Cadets, who is also head of the Department of Tactics.

Superintendent: MAJ. GEN. FREDERICK A. IRVING, USA.
Office: Administration Building.
Aides-de-camp: CAPT. WILLIAM VAN D. OCHS, JR., INF;
1ST LT. JOHN A. HAMMACK, USAF.
Office: Administration Building.
Dean of the Academic Board: BRIG. GEN. HARRIS JONES, USA.
Office: Administration Building.
Assistant to the Dean: MAJ. CRANSTON E. COVELL, ARTY.
Office: Administration Building.
Commandant of Cadets: BRIG. GEN. JOHN H. MICHAELIS, USA.
Office: Cadet Headquarters, Central Barracks.
Assistant Commandant: COL. HARRY L. HILLYARD, INF.
Office: Cadet Headquarters, Central Barracks.

THE AIM OF WEST POINT

The aim of West Point is to provide instruction, experience, and motivation to each cadet so that he will graduate with the knowledge and the qualities of leadership required of a junior officer and with a basis for continued development throughout a lifetime of service to his country, leading to readiness for responsibilities of the highest order in the Department of Defense.

Implicit in this aim are the following objectives:

1. To give the cadet the motivation for a lifetime of military service to his country.
2. To give the cadet a balanced and liberal education in the arts and sciences that will develop his powers of reasoning and analysis, enable him to understand the role of the military establishment in a democratic society, make him aware of the problems facing the State he is to serve, and provide him with a background of general knowledge similar to that possessed by the graduates of our leading universities.
3. To develop in the cadet those personal physical attributes and abilities needed by a leader in the Armed Forces.
4. To give the cadet a basic military education in the fundamental tactics and techniques of modern warfare and in the roles and missions of the combined arms of all the services.
5. To develop in the cadet a sense of duty and the qualities of character, leadership, integrity, loyalty, and discipline.

HISTORY OF WEST POINT
1802–1952

The United States Military Academy was established officially on 16 March 1802 at West Point, a key Hudson River military fortress during the Revolution, and was opened on 4 July 1802.

Two compelling reasons made the formation of an American military academy at that time both logical and necessary: the experience of the Revolutionary War; and the ominous international political situation in 1801, the year Thomas Jefferson became President.

The experience of the Revolutionary War, during which America had to rely in large part on foreign drillmasters, artillerists, and trained engineers, made the military and political leaders of the day energetic backers of a military academy. The earliest proposal was in 1776 by Colonel Henry Knox who recommended "An Academy established on a liberal plan . . . where the whole theory and practice of fortification and gunnery should be taught." The papers of General Benjamin Lincoln, General Jedediah Huntington, Secretary of War Timothy Pickering, John Adams, Alexander Hamilton, and George Washington mention time and again the need for an academy. In his annual messages to Congress, Washington always included a plea that the Congress provide facilities for the study of military art. In 1797 in his eighth annual message, for example, he said:

> The institution of a military academy is also recommended by cogent reasons. However pacific the general policy of a nation may be, it ought never to be without a stock of military knowledge for emergencies. . . .[The art of war] demands much previous study, and . . . [knowledge of that art] . . . in its most improved and perfect state is always of great moment to the security of a nation. . . . For this purpose an academy where a regular course of instruction is given is an . . . expedient which different nations have successfully employed.

The military academies that "different nations" had "successfully employed" and that Washington likely had in mind were England's Royal Military Academy at Woolwich, founded in 1741, and France's Ecole Polytechnique, founded in 1794. The Royal Military College at Sandhurst in England was founded the same year as our own Academy, 1802. And Washington quite obviously realized that complete independence for America called not only for the severance of political ties from England and the formation of an independent political state, but also for independence in every facet of national life and culture: in law, religion, agriculture, shipbuilding, trading, manufacturing, and military science. How deeply he continued to feel about the need for an Academy appears in a letter written 2 days before his death and addressed to Alexander Hamilton:

> The establishment of an Institution of this kind, upon a respectable and extensive basis, has ever been considered by me as an object of primary importance to this country; and while I was in the Chair of Government, I omitted no opportunity of recommending it, in my public speeches and other ways, to the attention of the Legislature.

The second compelling reason for the immediate establishment of an American Military Academy was the ominous international political situation of 1801–2. The previous two decades had been troublesome ones. The weak and ineffectual Articles of Confederation and Perpetual Union, trouble with the Barbary pirates, Shay's rebellion, boundary disputes, frontier battles, currency quarrels: these had plagued the young nation, and now it was threatened by the danger of involvement in the complexities that were coming as an aftermath of the French Revolution of 1789. Public opinion moved toward more energetic national government and better-trained armed forces. So it was that Congress, by its Act of 16 March 1802, authorized a Corps of Engineers, set its strength at 5 officers and 10 cadets, and provided that it be stationed at West Point in the State of New York, and should constitute a Military Academy.

The garrison site of West Point, consisting of 1,795 acres purchased from Stephen Moore in 1790, had been occupied by the Army since 1778. Hence barracks and other buildings, while inadequate, were available for housing and instruction, and Major Jonathan Williams, grandnephew of Benjamin Franklin and Chief of the Corps of Engineers, who had been appointed as the first Superintendent, was able to open the Academy on 4 July 1802 with 10 cadets present.

The initial purpose of the Academy was to train military technicians for all branches of the military service, to encourage the study of military art nationally and thus raise the level of training of the militia, and to encourage the practical study of every science. This last, it should be noted, at a time that many other American academic institutions looked at the sciences with suspicion and hostility. How well the Academy succeeded in its purpose for the first ten years of its existence was summarized by the most authoritative historian of that period of American life, Henry Adams. In his History of the United States (9 vols., 1889–91), covering the Jefferson and Madison administrations, Adams offers the tribute that American scientific engineering " . . . owed its efficiency and almost its existence to the military school at West Point established in 1802."

Early in the year 1812 the growing threat of war with England impelled Congress to pass the act of 29 April 1812 by which the strength of the Corps of Cadets was increased to 250, the academic staff enlarged, and the cadets placed under the discipline of published regulations. A chaplain was authorized who in addition to his religious duties was "to officiate as Professor of Geography, Ethics, and History." The act required also that the cadets be taught "all the duties of a private, a noncommissioned officer, and an officer." This requirement, says Emory Upton in The Military Policy of the United States (1904), was the "key to the character for efficiency and discipline which the graduates have since maintained."

The record of the War of 1812 shows that the Academy graduates served their country well. A quarter of the more than 100—all under 30 years of age—who saw action were killed or wounded; and not one of the fortifications constructed under their direction was captured. Henry Adams was appreciative of their technical skill. "During the critical campaign of 1812," he wrote, "the West Point Engineers doubled the capacity of the little American army for resistance."

The experience of the War of 1812, that gave the nation new self-assurance, affected the Academy's educational aims in the period of peace which followed. No longer was the enemy an immediate threat on our borders; American nationality had been firmly established. National interest called now for canals, roads, railroads, and the exploitation of the soil and its mineral wealth. The accurate mapping of rivers, the deepening of their channels, the constructing of lighthouses and beacon lights: these were needed to make communication easier. And the preliminary work of prospecting and surveying had to be done.

That the Academy graduates of this era were men who through force of character and training could assume leadership in the performance of these tasks was due largely to the genius of Colonel Sylvanus Thayer, Superintendent from 1817 to 1833. The "Father of the Military Academy" had one ideal before him: to produce men who would be trained and worthy leaders. He demanded of the cadets excellence of character and excellence of knowledge, the two integrating qualities of such leadership. But he knew that to achieve his ideal he must master and guide the day-to-day routine of the Academy, and so it was that he let no detail of character training or discipline, of curriculum content, of textbooks, of teaching methods, of extracurricular activities, of physical plant escape his attention.

Thayer grasped at once the need of the country for engineers, and therefore made courses in civil engineering the core of the curriculum. Under his direction, instruction in that subject eventually included the properties, preparations, and use of materials for construction; the art of construction generally, including decorative architecture; the manner of laying and constructing roads; the construction of bridges; the principles regulating the removal of obstructions impeding river navigation; the survey, location, and construction of canals and railroads; and the formation of artificial and the improvement of natural harbors.

A list of the Academy's achievements in the field of civil engineering that can be attributed to the farseeing genius of Thayer would include trigonometrical and topographical surveying; methods of triangulation; magnetic declination; and the systems used in locating, surveying, and dividing the public lands of the United States. Francis Wayland Brown, the scholarly president of Brown University from 1827 to 1855, said in 1850 in a report to the Corporation of Brown University that West Point graduates did "more to build up the system of internal improvement in the United States than [the graduates of] all other colleges combined."

To help him by outside criticism of his work, Thayer had the aid of a Board of Visitors. A regulation for the Government of the Military Academy, approved by Secretary of War William H. Crawford on 1 July 1815, provided for the appointment of such a Board to consist of five "competent gentlemen," with the Superintendent as President, who should attend at each of the annual and semiannual examinations and report thereon to the Secretary. This excellent custom of having a Board of Visitors has lasted to the present day. From the beginning their criticism was pertinent and helpful; nor is this surprising when the long list of those who have been members is scanned, for thereon the names of men like Edward Everett, George Bancroft, George Ticknor, Horace Mann, and Daniel Coit Gilman appear. Thayer knew the value of the intelligent lay point of view and welcomed the Board's comments on his curricular shift to civil engineering, his innovations in educational method, and his system in general.

His innovations in educational methods ensured that the cadets not only learned but retained their subjects. Basically, he demanded that the cadets develop habits of mental discipline and maintain standards of scholarship that have grown in importance the more they have been tested through the years. He emphasized habits of regular study, he laid down the rule that every cadet had to pass every course—any deficiency had to be made up within a specified time or the cadet would be dropped. To carry out these rigorous standards he limited the classroom sections to from 10 to 14 members; he rated these sections in order of merit and directed that cadets be transferred from one to the other as their averages rose or fell.

These methods and standards of Thayer's system are still used at the Academy, and Thayer's insistence on leadership integrated by excellence of character and excellence of knowledge has been the cornerstone of the Academy's training since his day. Emerson, visiting West Point in 1863, spoke of the "air of probity, of veracity, and of loyalty" the cadets had; and when in 1898 the present coat of arms was adopted, the motto thereon of "Duty, Honor, Country" was but a later generation's attempt to put Thayer's ideal into words.

To the casual student it might seem that until about 1860 West Point was filling the almost dual roles of national military academy and of national school of civil engineering. But despite the curricular emphasis on civil engineering and the renown of her graduates in that field the Academy never forgot her deepest and most abiding obligation to the nation: to send forth graduates trained in the art and science of war. That the obligation was fulfilled is attested for these early years by the records of the Mexican and Civil Wars. The record of the Mexican War is told best in the words of General Winfield Scott:

> I give it as my fixed opinion, that but for our graduated cadets, the war between the United States and Mexico might, and probably would, have lasted some four or five years, with, in its first half, more defeats than victories falling to our share; whereas, in less than two campaigns we conquered a great country and a peace, without the loss of a single battle or skirmish.

The record of the Civil War shows that the Confederacy used graduates whenever and wherever possible; the Union, in the beginning, used "political" generals. Defeat after defeat proved the need for professionally trained officers and, in the last year of the war, all senior commanders of the Union armies were Academy graduates. Grant, Lee, Sheridan, Jackson, to name but a few on both sides, were all from West Point.

After the Civil War, changing conditions necessitated a shift in the Academy's curriculum away from the emphasis on civil engineering. The first Morrill Land-Grant Act of 1862, granting Federal land to each State "for the endowment, support, and maintenance of at least one college where . . . military tactics . . . [and] . . . such branches of learning as are related to agriculture and the mechanic arts [shall be taught]," enabled American education to be enormously expanded. New technical and engineering schools, supplementing those that had been founded in the second quarter of the nineteenth century, made it possible for West Point to drop its strong emphasis on engineering subjects. But even had these new schools not come into being, the Academy would have found it impossible to keep on producing both adequately trained Army officers and adequately trained engineers. The tremendous expansion of the body of scientific knowledge during these years—the last half of the nineteenth century—was enforcing specialization in all technical fields. And since the science of war likewise expanded greatly it became obvious that the Army officer would need specialization in his particular branch of service.

The Academy met these changed conditions by severing its direct relationship with the Corps of Engineers; from 1866 on it was no longer mandatory that the Superintendent be a member of that Corps. To take care of officer-specialization demand, several Army postgraduate schools were set up, and West Point gradually came to be looked on as only the initial step in the Army officer's education. As the Academy approached its centennial, the military objective of the curriculum came to be the giving of general instruction in the elements of each military branch.

After its centennial, in 1902, the Academy underwent a thoroughgoing structural renovation and became known as the New West Point. Coincident with this reconstruction, General Albert L. Mills, the Superintendent, had the entire curriculum, military and academic, reassessed. As a result, military instruction was transformed from a series of mechanical drills to practical training in minor tactics and field work. Complete correlation was developed between instruction and actual field conditions. One of Mills' special hobbies was English; he believed that the Army officer should be able to express himself clearly in speech and writing. To that end, he strengthened greatly the course in English. A gradual liberalization of the curriculum went on until the outbreak of World War I.

World War I tested and proved, as never before, the soundness of the Academy's curriculum and training. Although in order to meet the sudden and great demand for trained officers the course was shortened and a number of classes graduated early, the qualities and abilities of the graduates remained high.

After the close of the war the Academy's further development was placed in the hands of General Douglas MacArthur, who became Superintendent on 12 June 1919. General MacArthur's primary concern was an adaptation of the curriculum in terms of the recent war. It was known, for instance, that the concept of total war, new in military history, required cadets to have a knowledge of national production, transportation, and social problems; that something of the new developments in weapons and tactics had to be incorporated into cadet instruction; and that shortcomings in the officers' physical development, seen clearly in the stress of battle, made a longer and more vigorous physical training program necessary. But at the same time it was realized that the tremendous advances in the art and science of war, made under the pressure of actual conflict, presaged further development of Army postgraduate schools, and hence a growing emphasis upon a more broadly conceived basic curriculum at West Point. The belief was reached that the Academy would serve best by giving the cadets a combination of general and technical education, in this way providing a solid foundation for a professional military career.

The part of the curriculum General MacArthur changed with the greatest vigor was that relating to physical education. He believed firmly that physical fitness was a basic requirement of an officer; and he planned a strenuous program of compulsory gymnastic instruction complemented by an intramural program of 14 sports in which every cadet had to take part. The wisdom of his foresight has been reflected ever since in the excellent physical condition of all cadets at all times.

Soon after General MacArthur's incumbency the policy of a liberal as well as a technical education got renewed emphasis by the introduction of a course in economics and government under the professor of English and History. In 1926 the Department of English and History was reorganized into the Department of Economics, Government, and History; and a separate Department of English established. In succeeding years curricular reforms took place in modern languages, natural philosophy, and mathematics.

All phases of training were greatly intensified during the rearmament years, 1939–41; and the part played by its graduates in World War II seemed to justify the teaching and the courses at the Academy. Eisenhower, MacArthur, Bradley, Patton, Spaatz, Arnold, Collins, Clark, McNair, Devers, Wainwright, McNarney, Stilwell, Eichelberger, Vandenberg, Simpson: the list of West Point graduates who led our armies is a long and honored one. But much was learned from World War II; there were revised concepts of what professional military education should mean. In 1945 a special Board of Consultants, civilian and military, made a study of the curriculum and as a result of their recommendations a number of changes were made. Among these were expansion of the work in English and in international relations; and the introduction of courses in electronics, economic and industrial geography, and military psychology and leadership. At the present time the humanities comprise about 40 percent of the curriculum; the sciences about 60 percent.

The latest curricular addition is a Program of Studies in National Security, set up in 1949. Actually it is a shift in emphasis and not a curricular change. The general object of the program is the orientation of all courses, both military and academic, to the problem of national security today; the more pertinent courses have been coordinated and their direction and emphasis brought into common focus.

And yet while modifying its academic or military training whenever the need arises, the Academy builds always on the cornerstone of the Thayer system: leadership integrated by excellence of character and excellence of knowledge.

THE HONOR SYSTEM

The Honor System at West Point stems logically from the ideal of Colonel Sylvanus Thayer that the Military Academy must produce graduates possessing leadership integrated by excellence of character and excellence of knowledge.

Honor, as it is understood by the Corps of Cadets, is a fundamental attribute of character. Honor implies loyalty and courage, truthfulness and self-respect, justice and generosity. The Honor System is not a complicated system of ethics, but is merely straightforward honesty of thought and of action. A cadet who has trained himself to be true in thought and act need have no worry about meeting the standards of the Corps. On the other hand, quibbling, evasive statements, or the use of technicalities to conceal guilt are not tolerated by the Corps.

For its success the Honor System depends more upon the Corps of Cadets than upon the supervision of the officers. Each year the cadets select from among themselves an Honor Committee that interprets the System to the Corps, explains the principles upon which it is based, and brings honor violations into the open. Its procedures are codified, and its members have responsible authority. Its tasks are numerous. They include indoctrinating new cadets in the principles of the System and guarding against the appearance of practices inconsistent with the System. The Committee has no punitive powers, its functions being entirely investigative and advisory. If a cadet is reported to the Commandant by the Committee as possibly guilty of an honor violation, the Commandant sets in motion all the official machinery to make a careful investigation. Throughout the course of this investigation, the rights of the cadet are protected in accordance with the prescriptions of Army Regulations.

Although there are many cadet regulations that are related to the Honor System, the System has never outgrown its simple meaning—that a cadet will neither lie, cheat, nor steal. A cadet's written or spoken word is always regarded as truth. If he signs a statement that he has complied or will comply with a particular regulation, the statement is accepted without question. A cadet taking advantage of a dining privilege, for instance, is required to sign his departure and return in a book. His signature means that he has taken no undue advantage of the privilege during his absence from barracks. Having once signed for the privilege, he is honor-bound to report himself for any violation of it.

In other cases, a cadet's simple word is taken in lieu of a complicated official report. An example is a cadet's crossing a sentry post and telling the sentry "All Right". "All Right" means that the cadet is authorized to cross the post and has legitimate reasons for doing so. The phrase is used elsewhere in a variety of circumstances as an official formula with a definite meaning. It may be the oral report of a cadet who has just performed a specific duty, or it may be the spoken guarantee that the authorized occupants of a room are present at a given inspection. The system of "All Right" is carefully explained to all new cadets so that there can be no mistake about its significance.

The Honor System is an essential element in the character molding which goes on at the Military Academy. It is a vital influence in the day-to-day life of every cadet. Instances are constantly occurring which show how much the System means to the Corps. Cadets are expected to report themselves for unintentional violations. A cadet may be reported by one of his closest friends for a violation because the men of the Corps feel that the System is bigger than any one man or any personal friendship.

The devotion of the Corps of Cadets to the Honor System is very real and is very deeply rooted.

Washington Hall

ADMISSION

I. GENERAL

The requirements for admission to the Military Academy differ somewhat from those for admission to a civilian college or university. In the sections that follow, these requirements are set forth in detail. Each candidate should study carefully those which apply to his individual case. The paragraphs immediately below summarize briefly the steps which *all* candidates must take.

The initial step in gaining admission is to secure a nomination. No one may take the entrance examinations unless he has been designated a nominee by one of the nominating authorities. Usually, the candidate obtains his nomination either from his Representative in Congress or from one of his United States Senators. Other sources of nomination are described in detail in section II of this chapter. To be eligible for appointment a candidate must have had his seventeenth birthday and not have had his twenty-second birthday on 1 July of the year of proposed admission.

The second step is to satisfy the mental and physical requirements for admission to the Academy. For the vast majority of candidates this opportunity comes during the first week in March each year (a supplemental examination is held in June for certain classes of appointees) when entrance examinations are held at certain military installations throughout the country and overseas. The entrance examination is in three parts: mental, medical (physical), and physical aptitude.

The mental examination required of a candidate depends upon the kind of nomination he has received and upon the extent of his education. Any candidate who has graduated from high school with good grades, particularly in mathematics and English, should be able to pass the mental examination.

All candidates must take the medical examination. To qualify, a candidate must be in good health, have no deformities, and have good vision and hearing. All candidates must also take the physical aptitude examination. Qualification in this examination requires that a candidate have the physical strength, endurance, coordination, and agility normally found in active young men in their late teens.

Several weeks after a candidate has taken the examinations, he is notified whether or not he has qualified for admission. If qualified, and if a vacancy exists under the terms of his appointment, he reports at West Point on the first Tuesday in July. At that time he is sworn in as a cadet of the United States Military Academy and assumes an obligation to serve in the Army or Air Force for the period required by law.

Detailed statements of the general, scholastic, medical, and physical-aptitude requirements are contained in section III of this chapter. Each candidate should make a careful study of the scholastic requirements in particular to find out specifically in what category he falls. Once a candidate has secured a nomination he will receive complete instructions from The Adjutant General, Department of the Army, concerning further action necessary to complete his admission requirements.

II. APPOINTMENTS

1. GENERAL

Admission to the Military Academy may be gained only by appointment to one of the 2,496 cadetships authorized by law. Graduation of the senior class normally leaves about 750 vacancies each year. Candidates may be nominated for these vacancies only during the year preceding the admission date, the first Tuesday in July.

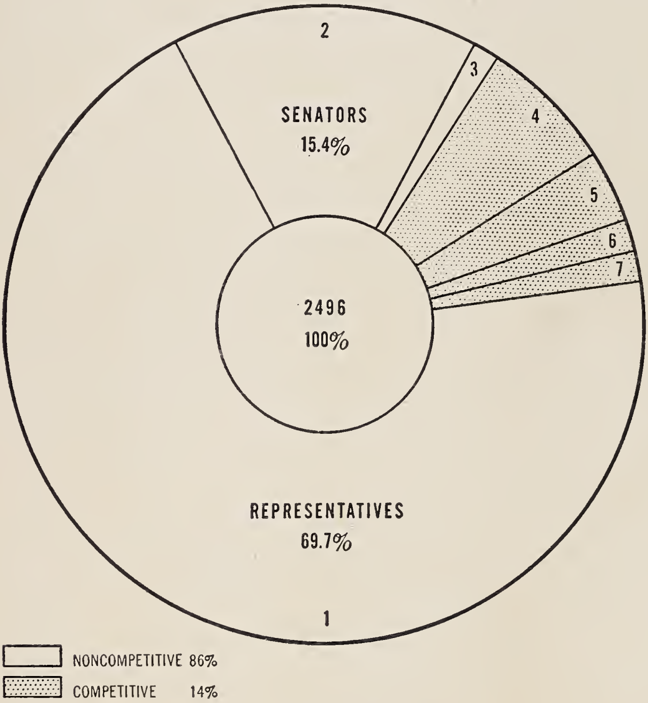
Letters of appointment are issued by the Department of the Army, in the name of the President, upon receipt of a nomination from one of the sources described below.

2. SOURCES OF NOMINATION

The 2,496 cadetships authorized at the Military Academy are allocated among the various sources of nomination as follows:

Noncompetitive:		
1—Representatives (4 each)		1, 740
2—Senators (4 each)		384
3—Miscellaneous		
Hawaii and Alaska, 4 each	8	
District of Columbia	6	
Canal Zone Government	2	
Puerto Rico	4	
Vice Presidential	3	
Total miscellaneous		23
Competitive:		
4—Army and Air Force		
Regular Components		90
Reserve Components (National Guard of the United States; Air National Guard of the United States; Army Reserve; Air Force Reserve)		90
5—Presidential		89
6—Sons of deceased veterans		40
7—Honor military and Honor naval schools		40
Total		2, 496

a. Noncompetitive.—Nomination of candidates for appointment from noncompetitive sources (whether or not based upon preliminary competitive examination) is entirely in the hands of the nominating authority who has the cadetship at his disposal, and all applications must be addressed to him. For each vacancy four candidates may be nominated: one to be named as principal, one as first alternate, one as second alternate, and one as third alternate. The first alternate, if qualified, will be admitted if the principal fails; the second alternate, if qualified, will be admitted if both the principal and the first alternate fail; and the third alternate, if qualified, will be admitted if the principal and the first and second alternates fail. The law requires that candidates appointed from States at large, congressional districts, the Territories, the District of Columbia, or the island of Puerto Rico, must be actual residents of the geographical unit from which nominated.



(1) Vice Presidential:

The Vice President may nominate candidates from the United States at large.

(2) States at large and congressional districts:

The nominating authorities of the States at large are the United States Senators; of the congressional districts, the Representatives in Congress. *The great majority (85%) of all appointments are controlled by these two groups.* Inasmuch as many

Congressmen hold their own competitive examinations to facilitate selection of the best qualified applicants, candidates seeking congressional nomination should apply to their Senators and Representatives at the earliest possible date.

(3) Territories, District of Columbia, and Puerto Rico:

Nominating authorities for these vacancies are the following:

Territory of Alaska—Delegate in Congress
Territory of Hawaii—Delegate in Congress
District of Columbia—Commissioners of District of Columbia
Puerto Rico—The Resident Commissioner

(4) Canal Zone Government:

Appointments are made upon nomination of the Governor of the Canal Zone from among the sons of civilians residing in the Canal Zone and sons of civilian personnel of the United States Government and the Panama Canal Company residing in the Republic of Panama.

b. Competitive.—Appointments to vacancies within competitive groups are awarded to those fully qualified candidates within each category who attain the highest scores on the West Point Achievement Tests in Mathematics and English and the West Point Aptitude Test. Candidates for these vacancies can qualify only by taking these three tests on the first Tuesday in March, regardless of the extent of their education and regardless of performance on entrance examinations of previous years. Failure of a competitive candidate to report for the March examination—regardless of the circumstances—will vacate his nomination. There is no restriction on the residence of any competitive candidate.

(1) Army and Air Force:

One hundred and eighty (180) cadetships at the Military Academy are divided equally between enlisted men of the United States Army and the United States Air Force as follows:

Ninety (90) from the Regular components (Regular Army and Regular Air Force); Ninety (90) from the Reserve components (National Guard of the United States, the Air National Guard of the United States, the Army Reserve, and the Air Force Reserve).

On or about 1 June each year The Adjutant General estimates the number of vacancies that will be available for appointments to the class entering the Military Academy on the first Tuesday in July of the following year. The number of candidates nominated from each of the Regular components may be three times the number of available vacancies. For each available vacancy in the ninety (90) cadet spaces authorized the non-Regular components, the Army and Air Force National Guard of the United States are authorized to nominate from among their combined enlisted personnel three candidates; and the Organized Reserve Corps and Air Force Reserve are authorized to nominate from among their combined enlisted personnel three candidates. Admission of candidates to fill Regular component vacancies is made from among all Regular Army and Regular Air Force competitors regardless of the command from which nominated; to fill Reserve component vacancies, from among all National Guard, Air National Guard, Organized Reserve Corps, and Air Force Reserve competitors regardless of the State, Territory, District, or command from which nominated.

(*a*) Regular components:

An applicant must have completed at least one full year of active enlisted service in the Regular Army or Regular Air Force on the date of his admission to the Military Academy. Although his service need not have been continuous, he must be in an active enlisted status at the time of his admission. Candidates are selected nearly one year in advance of the scheduled date of admission to permit them to attend the United States Military Academy Preparatory School at Stewart Air Force Base, Newburgh, N. Y. A joint Army-Air Force publication, issued annually on or about 1 May, gives detailed directions about making application for Regular component appointments.

(*b*) Reserve components:

An applicant must be an enlisted man of one of the Reserve components at the time of nomination and at the time of his admission to the United States Military Academy. He must have served as an enlisted man in the component from which he is nominated not less than one year preceding the date of his admission. It is not essential that the service have been continuous. The Department of the Army issues a letter of appointment to each candidate selected authorizing him to report the following March for the annual entrance examination. At that time, in competition with the entire number of Reserve component candidates, he must take the West Point Aptitude Test and the West Point Achievement Tests in Mathematics and English. A joint Army-Air Force publication, issued annually on or about 1 May, gives detailed directions for making application for Reserve component nomination.

(2) Presidential:

Eighty-nine (89) cadetships are reserved for disposition by the President of the United States. For nearly a century these appointments have been reserved by each President for the sons of members of the regular components of the Army, Air Force, Navy, Marine Corps, and Coast Guard, who are still in service, retired, or who died while serving therein. The administration of these appointments has been delegated to the Department of the Army. Applications by those eligible should be made by letter (no prescribed form) addressed to The Adjutant General, Department of the Army, Washington 25, D. C., giving the name, rank, service number, and branch of service that the parent carries or carried as a member of such regular component; and the full name, address, and date of birth of the applicant (complete military address and service number if in the Armed Forces). Adopted sons are eligible for appointment if they were adopted prior to their fifteenth birthday; a copy of the order of court decreeing adoption, duly authenticated and certified by the clerk of the court, must accompany the application.

(3) Sons of Deceased Veterans of World Wars I or II:

Forty (40) cadetships are provided for the sons of members of the Armed Forces of the United States who were killed in action or who died of wounds, injuries, or disease resulting from active service during World Wars I or II. The Veterans' Administration determines the eligibility of all applicants, and its decisions are final and binding on the Department of the Army. Application should be made by letter (no form is prescribed) addressed to The Adjutant General, Washington 25, D. C. The letter should state the full name, date of birth, and address of the applicant (complete service address should be given if the applicant is in the Armed Forces), and the name, rank, service number, and last organization of the veteran parent, together with a brief statement concerning the time, place, and cause of death. The claim number assigned to the veteran parent's case by the Veterans' Administration should also be furnished.

(4) Honor Military and Honor Naval Schools:

Forty (40) cadetships are provided for Honor Military and Honor Naval schools. Each such school of the essentially military type, as determined by annual Departments of the Army and Navy inspections, may nominate three candidates annually from among its honor graduates, to compete on the March entrance examination. The number of available vacancies will be filled in the order of merit established at the examination, regardless of the schools from which the candidates are nominated. Each nomination must contain a certification by the head of the institution that the candidate is an honor graduate of a year for which the institution was designated an honor military or naval school. No student may be rated as an honor graduate unless he has shown proficiency in subjects of his school work amounting to not less than the 15 units prescribed by the regulations for admission to the United States Military Academy. However, the institution is not limited to those graduates of the current year.

c. Sons of Congressional Medal of Honor Winners.—Sons of recipients of the Congressional Medal of Honor may be appointed to the Military Academy, provided they are qualified for admission. The administration of these appointments has been delegated to the Department of the Army. Application by those eligible should be made by letter (no form is prescribed) to The Adjutant General, Washington 25, D. C. The letter should contain the applicant's full name, address, and date of birth (complete service address should be given if the applicant is in the Armed Forces), the name, rank, and branch of service of the parent and a brief statement of the date and circumstances of the award. Candidates appointed from this source may qualify in the same manner as a congressional principal candidate. All who are found fully qualified will be admitted as cadets, regardless of the number.

d. Filipino Cadets.—In addition to the 2,496 cadetships authorized, the Secretary of the Army may permit each entering class one Filipino, designated by the President of the Republic of the Philippines, to receive instruction at the United States Military Academy.

e. Foreign Cadets.—The act of 26 June 1946 (as amended) authorizes the President of the United States to permit not more than 20 persons at a time from the Latin-American republics and Canada to receive instruction at the United States Military Academy. Not more than three persons from any one country may be cadets at the same time. Such persons receive the same pay and allowance (including mileage from their homes in proceeding to the Military Academy for initial admission) as cadets appointed from the United States. They are not entitled, however, by reason of their graduation to appointment in the United States Armed Forces.

Citizens of other foreign countries have been permitted from time to time to attend the Military Academy upon specific authorization of the United States Congress in each case. Applications must be submitted to the United States Government through diplomatic channels by the governments concerned.

Requirements for the admission, advancement, and graduation of foreign cadets are identical with those for United States cadets. In addition, such cadets must be provided with exactly the same amount of funds provided by the United States Government for United States cadets.

3. QUALIFIED ALTERNATES AND QUALIFIED COMPETITORS

An act of Congress approved 30 June 1950, provides that when upon determination that upon the admission of a new class to the Military Academy the total number of cadets will be less than the number authorized, the Secretary of the Army may, within his discretion and within the capacity of the Academy, nominate additional cadets to be admitted in such class in such number as to meet the needs of the armed services, but not to exceed the authorized strength of the corps of cadets, from qualified candidates holding alternate appointments and other qualified candidates holding competitive appointments from the remaining sources of admission authorized by law, recommended and found to be qualified by the

Academic Board of the Academy, at least two-thirds of those so appointed to be from among qualified alternate candidates nominated by the Vice President, Members of the Senate and House of Representatives of the United States, Delegates and Resident Commissioners, the Commissioners of the District of Columbia, and the Governor of the Canal Zone, and not more than one-third of those so appointed to be from among qualified candidates holding competitive appointments from sources authorized by law other than those holding such alternate appointments. This law provides that these appointments shall be in addition to and not in lieu of appointments otherwise authorized by law. The only candidates eligible for consideration under this law are those found mentally and physically qualified in connection with an appointment held for admission the first Tuesday in July of the year concerned. No application is necessary since all candidates found fully qualified but not otherwise admitted are rated by the Academic Board. Their records are studied and the selections are made, based upon academic grades and other pertinent factors which affect the qualifications of the various candidates to become officers of the Army or Air Force. Those selected under this provision are admitted as cadets on or about 15 July.

III. ENTRANCE REQUIREMENTS

This section describes the specific requirements which candidates must fulfill *after obtaining an appointment* as outlined in the preceding section.

1. GENERAL

a. Age.—On 1 July of the year admitted to the Military Academy a candidate must have attained the age of 17 years and must not have reached the age of 22. The age requirements for all candidates are statutory and cannot be waived.

b. Citizenship.—A candidate must be a citizen of the United States, except for those appointed specifically as foreign cadets.

c. Character.—Every candidate must be of good moral character.

d. Marital Status.—A candidate must never have been married. A cadet may not marry until he has graduated from the Academy; and if any cadet is found to have been married, he will be immediately separated from the Academy.

e. Height and Weight.—No candidate will be admitted who is shorter than 5 feet 6 inches or taller than 6 feet 4 inches, except that a candidate who is under 20 years of age on 1 July of the year he intends to enter the Academy may be granted a waiver of 1 inch below the minimum height. In exceptional cases, where a candidate has demonstrated outstanding abilities, or has an outstanding military record, or who possesses exceptional educational qualifications, the Department of the Army may authorize a waiver of 2 inches below the minimum height. Individual requests for waivers will be considered at the time the candidate undergoes the entrance examination. The weight of a candidate must be within certain limits which depend upon his height. Height-weight tables will be found in appendix 1, paragraph *d*, page 147.

f. Admission Date.—New cadets report to West Point for admission on the first Tuesday in July, except when July 4th falls on Tuesday, in which event they report on the first Wednesday in July.

g. Engagement to Serve.—Upon admission each cadet (except foreigners) must sign articles, with the consent of his parents or guardian if he is a minor, by which he shall engage, unless sooner discharged by competent authority—

(1) To complete the course of instruction; and

(2) If tendered an appointment as a commissioned officer in the Regular Army or Regular Air Force upon graduation from the United States Military Academy, to accept such appointment and to serve under such appointment for not less than three consecutive years immediately following the date of graduation; and

(3) In the event of the acceptance of his resignation from a commissioned status in the Regular component of such armed service prior to the sixth anniversary of his graduation, or in the event of an appointment in such Regular service not being tendered, to accept a commission which may be tendered him in the Reserve component of such Regular service and not to resign from such Reserve component prior to such sixth anniversary.

h. Examination of Candidates.—Every candidate for admission to the Military Academy must take three types of examination: medical, mental, and physical aptitude. The entrance examinations begin on the first Tuesday in March of each year, being conducted at various military installations throughout the country and overseas. Each candidate holding a letter of appointment will be authorized by the Department of the Army to report at the examination center most convenient to his home, to his station, or to the school which he is attending. The examinations normally require 3 days.

2. SCHOLASTIC

a. General (*All Candidates*).—A candidate who has graduated from secondary school (or will have so graduated by the date of his admission to West Point) in the upper portion of his class, and who has attained good grades in his mathematics and English courses should be able to pass the Military Academy's entrance examinations without a long period of intensive cramming or special preparation. To qualify for admission, *all* candidates (competitive and noncompetitive) must—

(1) Submit their full educational records to date on forms furnished them by The Adjutant General with their letter of appointment.

(2) Pass the West Point Aptitude Test, a 2½-hour examination requiring no special preparation other than that implicit in the completion of a secondary school course. The test includes sections designed to measure likelihood of success in subjects such as mathematics, English, foreign languages, science, and engineering.

(3) Qualify in United States history, either by presenting evidence

that they have satisfactorily completed a standard course in United States history (one year in secondary school or one semester in college) or by passing the special West Point Achievement Test in United States history. When a course entitled *United States History and Government*, *United States History and Civics*, or some similar title, is submitted for credit under this requirement a syllabus of the course must accompany the transcript.

b. Competitive Candidates.—A candidate who seeks to qualify for admission under a competitive appointment—Army and Air Force (regular and reserve components), Honor Military and Honor Naval Schools, Presidential, or Sons of Deceased Veterans—must take the West Point Achievement Tests in Mathematics and in English, and the West Point Aptitude Test at the March examination. In addition, a competitive candidate must have satisfied the required credit in United States history by the time of the March examination, or take the United States History Achievement test at that time. The vacancies available within each of the four competitive categories are awarded to those candidates within each category who attain the highest proficient scores on the West Point Achievement Tests in Mathematics and English and the West Point Aptitude Test. Failure of a competitive candidate to report for the March examination automatically vacates his appointment.

c. Noncompetitive Candidates.—There are two methods by which a candidate may qualify mentally for a noncompetitive (congressional, etc.) appointment:

(1) By passing the West Point Aptitude Test and the West Point Achievement Tests in Mathematics and in English. The Mathematics Achievement Test is a 1½-hour test covering high school plane geometry and first and second year algebra, to include systems of equations involving quadratics, progressions, the binomial theorem, logarithms, and elementary numerical trigonometry. The English Achievement Test is a 1½-hour test covering English grammar, composition, and literature at the level to be expected of high-school graduates. Each candidate must submit his complete educational record. This record should show that he has graduated (or will have by the time of his admission) from a secondary school, with satisfactory grades accounting for 15 units credit.* A unit credit is interpreted as satisfactory completion in secondary school of a standard academic year's study of a course below. Seven of the 15 units should be in the following courses:

Course	*Maximum unit credit*
Mathematics (algebra, first year)	1
Mathematics (algebra, second year)	1
Mathematics (plane geometry)	1

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* No candidate will be refused permission to take the entrance examination because he does not have an educational record which meets these requirements. Lack of a complete secondary school education or its equivalent, however, will prove a serious handicap, not only in passing the entrance examinations, but also in meeting minimum standards at West Point.

Course	Maximum unit credit
English, first year	1
English, second year	1
English, third year	1
History, United States	1

The remaining eight units should be chosen from the following optional courses:

Course	Maximum unit credit
Mathematics (advanced algebra)	½
Mathematics (solid geometry)	½
Mathematics (trigonometry)	½
English, fourth year	1
History (ancient, or ancient and medieval)	1
History (European)	1
History (English)	1
History (World)	1
Economics	1
Sociology	1
Social Democracy	1
Problems of American Democracy	1
Contemporary Problems	1
Citizenship	½
Government	½
Civics	½
Latin, first year	1
Latin, second year	1
Latin, third year	1
Latin, fourth year	1
Greek, grammar and composition	1
Any modern foreign language, first year	1
Any modern foreign language, second year	1
Any modern foreign language, third year	1
Any modern foreign language, fourth year	1
Physics	1
Chemistry	1
General Science	1
Biology	1
Botany	1
Zoology	1
Geography	1
Drawing (mechanical or freehand)	1
Bookkeeping	1
Physiology	1
Psychology	1
Astronomy	½
Geology	½

(2) By submitting an acceptable college record and passing the West Point Aptitude Test. A candidate who submits an acceptable record of at least one semester's credits earned at a recognized college, university, or engineering school, and who was admitted thereto after having earned in secondary school the 15 units credit described in paragraph (1) above, is specifically excused by the Academic Board at the Military Academy from taking the Achievement Tests in mathematics and English. He is then authorized to qualify mentally by passing only the West Point Aptitude Test. If his record lacks not more than two units of the secondary school credits described in paragraph (1) above, he may make up this deficiency in college. One semester of college work is considered the equivalent of one academic year of secondary school study.

In judging what constitutes a semester of acceptable college work, the Academic Board takes into account the entire academic record of the candidate. Low marks, failures, or conditions in college, or failure on a prior Military Academy entrance examination are considered good reasons for the rejection of a college certificate. A candidate whose college certificate has been rejected must qualify under the method of (1) above.

d. Dual Appointments.—A candidate holding competitive and noncompetitive appointments must either (1) take the West Point Aptitude Test *and* the Achievement Tests in Mathematics and English, the results of which will determine his eligibility under both types of appointments, OR (2) relinquish his competitive appointment and take only the mental examinations required under his noncompetitive appointment.

The only available sample questions indicating the scope of the entrance examinations are those found in appendix 2, pages 155–164.

3. MEDICAL

a. Preliminary Examination.—Time permitting, prior to reporting for the entrance examination, candidates should ascertain whether they have physical defects which would disqualify them for admission, or defects which could be corrected. Many candidates are disqualified at the entrance examinations for defects that might have been corrected if dental or surgical treatment had been undertaken in time. Candidates whose teeth are defective are not admitted to the Military Academy. Carious teeth should be restored by permanent fillings and missing teeth should be replaced by fixed bridgework, as described in appendix 1, before reporting for the entrance examination. In cases of malocclusion (excessive overbite, underbite, protruding teeth, etc.), which may require lengthy treatment, candidates are invited to submit dental plaster models and full mouth X-rays to The Adjutant General, Washington 25, D. C., Attention: Military Academy Section, for advance determination of acceptability.

Medical officers at Army, Air Force, or Navy installations having adequate medical facilities to conduct final-type physical examinations are authorized to accomplish preliminary physical examinations of applicants for admission to the United States Military Academy, provided that such applicants present written requests therefor signed by one of the following: any Member of Congress; a parent or guardian of an applicant entitled to a Presidential or Son of Deceased Veteran appointment; or any officer of the Army, Navy, or Air Force.

A candidate who finds it impractical to report to a military installation for a preliminary physical examination should consult a civilian physician and dentist to ascertain if he has any disqualifying defect. The candidate should invite the attention of the physician and dentist to the physical requirements and causes for rejection which are given in detail in appendix 1, pages 145–154.

No charge will be made for an examination conducted at a military installation, but the applicant or candidate is responsible for travel and personal expenses, and for all costs in connection with examination by civilian doctors or dentists.

A preliminary physical examination, whether conducted by military or civilian examiners, is advisory only and does not commit or obligate the Department of the Army to accept a candidate who is found by an entrance examination medical board to have a disqualifying physical defect.

b. Final Physical Examination.—Every candidate is required to undergo a very thorough physical examination at the conclusion of his mental examinations. His hearing must be normal (15/15) in each ear for the whispered voice, and the ears must be free from acute or chronic disease. His vision must not fall below 20/30 in either eye without glasses, correctable with glasses to 20/20 in each eye. Both eyes must be free from disease. No candidate will be accepted unless he has a minimum of 12 masticating teeth and 8 incisor teeth, all of which must be so opposed as to serve the purposes of biting and chewing. Details relating to physical requirements and causes for physical disqualification will be found in appendix 1, pages 145–154.

4. PHYSICAL APTITUDE

Every candidate is required to take a 1-hour physical-aptitude examination designed to measure strength, coordination, muscular power, endurance, speed, and flexibility. Examples of examination items are listed below together with standards to be considered by the candidate as minimum performance for each of these tests. The examination will be graded on the basis of the total score. In other words, if a passing grade is achieved on the whole examination, failure to achieve a passing score on any single test will not cause disqualification.

a. Vertical jump The difference between the height an individual can reach and the height he can jump and reach.	17 inches.
b. Standing broad jump for distance	6 feet 9 inches.
c. 3 broad jumps for distance Standing start with 3 continuous broad jumps.	20½ feet.

d. Pull-ups Chinning oneself on a horizontal bar, grasping bar with back of hand toward face.	3 times.
e. Dips Raising and lowering oneself on parallel bars by means of the arms. The body is lowered until upper arm passes the horizontal.	3 times.
f. Push-ups Standard push-ups starting from the leaning rest position.	16 times.
g. Dodge run A run through a maze placed on a gymnasium floor.	27 seconds.
h. 300-yard run (indoor track—11 laps to the mile)	46.7 seconds.
i. 300-yard run This test is a shuttle run on a gymnasium floor between two turning blocks placed 25 yards apart.	65 seconds.
j. 100-yard run This test is a shuttle run on a gymnasium floor between two turning blocks placed 25 yards apart.	18.9 seconds.
k. 50-yard run This test is a shuttle run as described under the above 100-yard run.	8.7 seconds.
l. Bar vault for height From a standing position vault over a horizontal bar by touching it with only the hands using either flank or front vault.	4 feet 6 inches.
m. Burpee test for 20 seconds Continuous movements from the standing position to the squat, to the leaning rest, to the squat, and back to the standing position.	10½ times.
n. Squat jumps From a squatting position on the right heel with fingers laced on top of head palms downward, and with left foot slightly advanced, spring upward until both knees are straight and both feet clear the floor. While the feet are off the floor advance the right foot and drop to a squat on the left heel. Spring up again and repeat.	28 times.
o. Sit-ups These are to be performed with a partner holding the feet.	30 times.
p. Sit-ups for speed These are to be performed in 30 seconds while lying on a gymnasium mat with toes hooked under a bar.	20 times.
q. Softball throw for distance using a regulation softball (12-inch circumference)	140 feet.

r. Basketball throw for distance using a regulation basketball	65 feet.
s. Medicine ball put A 6-pound medicine ball is put using the same movement as required for a shotput.	33 feet.
t. Hop, step, and jump From a standing position take a hop, a step, and a jump to gain as great a distance as possible.	20 feet.
u 100-yard pickaback carry Carrying a partner astride his back one runs 100 yards by shuttling back and forth around stakes placed 25 yards apart. The partner must be within 10 pounds of one's own weight.	27.0 seconds.
v. Rope climb (7 seconds) Climb a regulation gymnasium rope as high as possible in 7 seconds, using hands and feet or hands alone, starting from a standing position.	10½ feet.
w. Single arm hang Hang full length by the right arm for 5 seconds from an overhead bar, the hand gripping the bar with the back of the hand toward the face. The elbow must be kept straight. Repeat the test with the left arm. This test is designed to show evidence of recurrent shoulder dislocation.	5 seconds.
x. Basketball throw (modified) Regulation basketball is thrown overhand for distance from the kneeling position.	46 feet.

Candidates should prepare for this examination by engaging in vigorous activities such as running, conditioning exercises, and competitive games, rather than by practicing on specific test items.

IV. ENTRANCE EXAMINATIONS

1. MARCH

The Military Academy examinations begin at 8:00 a. m. on the first Tuesday in March each year. All candidates are expected to report between 1:00 and 5:00 p. m. of the preceding afternoon, as explained in the original letter of appointment furnished the candidate by The Adjutant General. Three days normally are required for the completion of all mental, medical, and physical aptitude examinations. During this period sleeping accommodations and meals are made available to candidates at nominal cost. The cost of transportation and all personal expenses must be borne by the candidate.

Failure to report for examination automatically vacates any competitive appointment. Failure to report vacates a noncompetitive appointment unless failure is attributable to sickness or other unavoidable cause.

Each candidate will be authorized to report for examination to the military installation listed below which is most convenient to his address just prior to the March examination. A candidate may request The Adjutant General to change his place of examination.

Probable Examining Centers, March 1954

Army Base, Boston, Mass.
Army and Navy Hospital, Hot Springs, Ark.
Walter Reed Army Medical Center, Washington, D. C.
William Beaumont Army Hospital, Fort Bliss, Tex.
Fort Benning, Ga.
Fort Bragg, N. C.
Fitzsimons Army Hospital, Denver, Colo.
Fort Sam Houston, Tex.
Keesler Air Force Base, Biloxi, Miss.
Fort Knox, Ky.
Fort Leavenworth, Kans.
Letterman Army Hospital, Presidio of San Francisco, Calif.
Fort Lewis, Wash.
March Air Force Base, Riverside, Calif.
Fort McPherson, Ga.
Fort Jay, Governors Island, N. Y.
Fort Sheridan, Ill.
Fort Sill, Okla.
Tripler Army Hospital, T. H.
Fort Brooke, Puerto Rico.
Fort Clayton, C. Z.
Elmendorf Air Force Base, Alaska.
Certain other overseas installations.

2. JUNE

A second examination is held at West Point only. This examination, held on the Tuesday preceding the 16th of June, is limited to candidates for vacancies available after the March examination.

V. MISCELLANEOUS

1. CANDIDATE'S SUBMISSION OF RECORDS

All necessary papers, certificate forms, and detailed instructions for the accomplishment and submission of each will be furnished the candidate by The Adjutant General along with the candidate's original letter of nomination. Before writing to The Adjutant General or to the Military Academy for additional information, candidates should study these instructions thoroughly.

2. PREVIOUS QUALIFICATION

A candidate (except an ex-cadet) once found mentally qualified for admission to the Academy will be considered mentally qualified for any subsequent noncompetitive appointment and will not be required to take further mental examination.

A candidate who has once qualified in physical aptitude will not be required to take another physical aptitude test.

A candidate must undergo the medical examination in the year preceding the proposed date of admission, even though he may have been found fully qualified in a previous year.

3. USMA PREPARATORY SCHOOL

The USMA Preparatory School at Stewart Air Force Base, Newburgh, N. Y., was established to prepare members of the Armed Forces for the entrance examinations. Participation in this preparatory training program is limited strictly to personnel on active duty who hold appointments to the Military Academy. The school is operated under the direction of the Superintendent, USMA. (For further details, see page 31.)

Prospective candidates may obtain information about the preparatory training program by writing to The Adjutant General, Department of the Army, Washington 25, D. C.

4. PHYSICAL CONDITIONING

Because of the nature of the new cadets' training during their first two months at West Point, the physical demands upon them are necessarily great. Experience indicates that those cadets who, prior to admission, have conditioned themselves physically are best able to meet the training requirements. The candidate should strive for the degree of conditioning required for vigorous athletic team sports. He is advised to practice heavy physical-conditioning exercises until many repetitions of the exercises can be performed without severe physical strain. In addition, he should strengthen his legs and wind by regular cross country running and by fast climbing on steep slopes. A program of vigorous competitive sports should be followed with emphasis on variety of sports rather than on one favorite activity. Any candidate in doubt as to physical conditioning methods will be wise to consult a high school or college physical education department.

5. DEPOSIT UPON ENTRANCE; CADET FINANCES

Although a cadet receives his education and training at Government expense, he is required to purchase his uniforms, textbooks, etc. The purchase of these supplies requires a heavy expenditure of funds during his first year at the Academy. To provide funds for this initial expenditure, the candidate should make a deposit of $300 prior to, or upon, entrance to the Academy. To provide additional funds for this initial expenditure, the United States advances to the cadet a sum presently fixed at $600, which the cadet is required to repay at the rate of $30.00 per month for the first twenty months of his cadet career.

With the exercise of proper economy during his Academy career, a cadet who has made the $300 deposit should be able to save enough money to enable him to purchase upon graduation the initial supply of uniforms and equipment which he will require as an officer.

UNITED STATES MILITARY ACADEMY PREPARATORY SCHOOL

Exclusively for the benefit of candidates who are serving on active duty in the Armed Forces of the United States, the Department of the Army maintains the United States Military Academy Preparatory School at Stewart Air Force Base, Newburgh, N. Y., where an intensive preparatory training program is conducted under the direction of the Superintendent of the United States Military Academy.

The primary mission of the Preparatory School is to assist cadet candidates to prepare for the annual West Point entrance examinations. A secondary mission is to prepare candidates for successful accomplishment of the academic and physical education courses at the United States Military Academy insofar as time and facilities permit.

This is the only West Point preparatory school available to personnel serving under enlistments, or on *extended* active duty, in the Army, Air Force, Navy, Marine Corps, or Coast Guard. Attendance at the Preparatory School is limited strictly to such personnel who have been appointed as candidates (whether as principals, alternates, or competitors) from one of the sources described in Admission, section II, and who meet the physical requirements for admission to the Military Academy as determined by a preliminary physical examination.

Duly appointed candidates who, subsequent to receipt of their appointments, enlist in any of the regular services listed above will be transferred to the Preparatory School upon request, provided they meet the physical requirements. There are no special or short-term enlistments solely for the purpose of attending the Preparatory School. Candidates who enlist and fail to gain admission to the Military Academy must complete the terms of their enlistments.

The basic preparatory training program is conducted from the first week in September until the March entrance examination. It is recommended that candidates arrive at the beginning of September in order that they may have the benefit of the full course. Candidates who take the March examination are continued in an advance course until June. As much of the basic course as possible is repeated from March until June for candidates appointed to undergo the special June entrance examination. Transfers of March candidates must be effected by 3 January, and the transfer of June candidates is effected as soon as practicable after receipt of their nominations.

A copy of the regulations governing attendance at the United States Military Academy Preparatory School may be obtained by writing to The Adjutant General, Department of the Army, Washington 25, D. C.

GENERAL INFORMATION

PAY AND ALLOWANCES

Cadets are members of the Regular Army and, as such, receive pay and allowances as provided by pertinent statutes. Cadets currently receive $81.12 per month, and, in addition, are credited with the cost of one ration. From this total, the cadet pays for his meals, uniforms, textbooks, etc. The cost of the ration closely approximates the actual cost of meals. Quarters and medical care are provided. In addition, a cadet is entitled, upon admission, to travel allowance of six cents per mile over the shortest usually travelled route from his home to West Point.

PROMOTION AFTER GRADUATION

When any cadet of the United States Military Academy (other than foreign cadets) has completed the prescribed course of instruction and meets the required physical standards he may, upon graduation, be promoted and appointed a second lieutenant in the Regular Army or United States Air Force, and whenever any such appointment would result in there being a number of active list commissioned officers in the Regular Army or in the United States Air Force in excess of the authorized active list commissioned officer strength, such strength shall be temporarily increased as necessary to authorize such appointment (sec. 506 (f), Public Law 381—80th Congress).

LEAVES OF ABSENCE AND HOLIDAYS

Although the summer period (June, July, August) is primarily devoted to practical military instruction, class leaves are given during this period as follows: First Class, 4 weeks; Second Class, 4 weeks; Third Class, 4 weeks. Academic duties are suspended for about 10 days at the Christmas holiday period and for about 4 days during March. At these times, cadets of the First, Second, and Third Classes who are not taking final examinations and whose disciplinary records and credit balance with the Treasurer warrant it, are granted leaves of absence.

Cadets of the First Class are granted week-end leaves during the year, if their duties, academic and disciplinary records, and credit balances warrant the leaves.

Academic and other duties are suspended for all classes on such national holidays as may be designated by the Department of the Army.

FILM OF WEST POINT

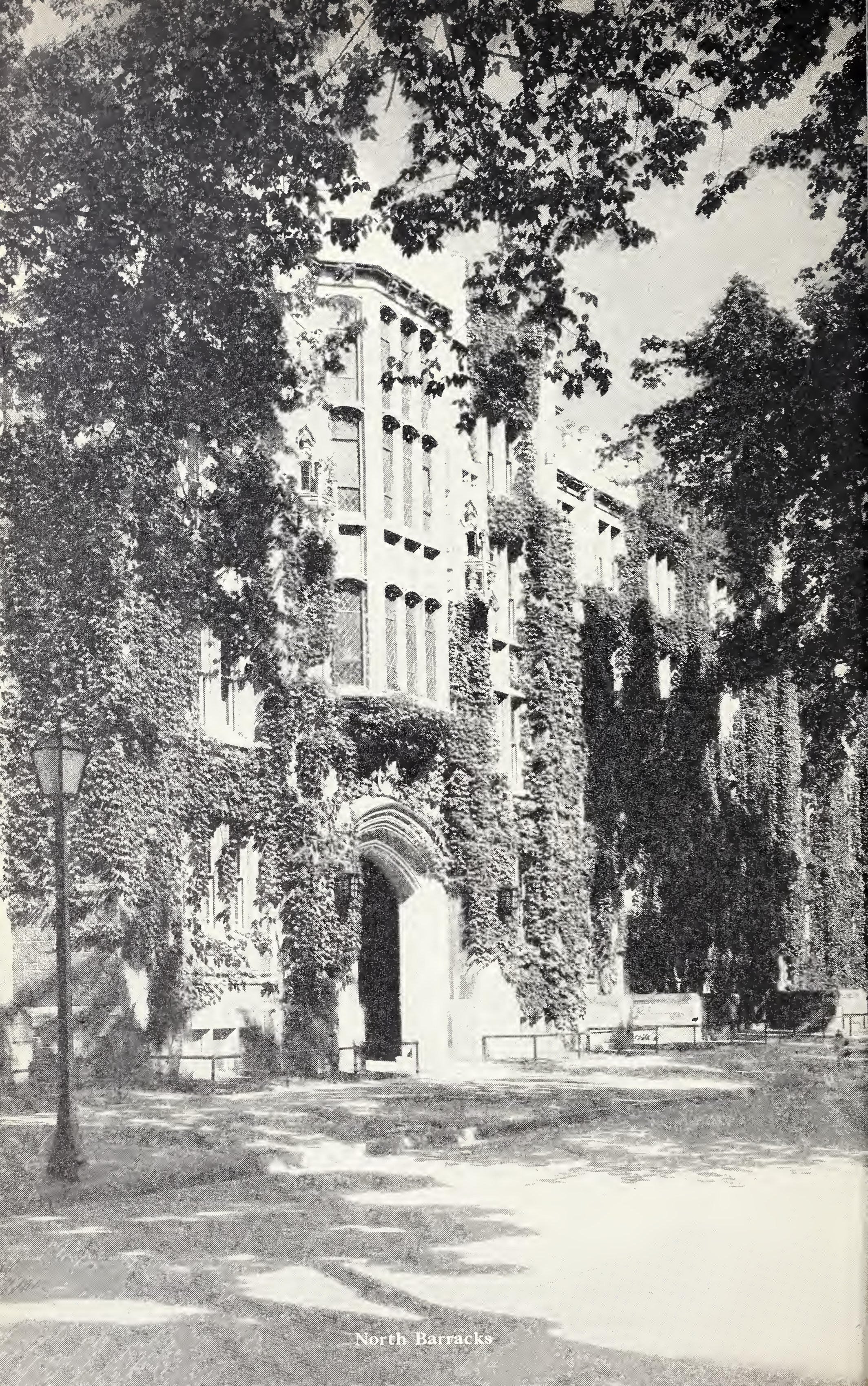
A documentary 16 mm sound film, "This Is West Point," showing the daily life of the cadets, is available on loan. Address inquiries to the Public Information Officer, West Point, N. Y.

ORGANIZATION OF THE CORPS OF CADETS

The approximately 2,400 cadets of the Corps, organized into companies of about 100 men each, follow a Brigade organization with two regiments. Each regiment is organized into three battalions with four companies in each battalion.

At the head of the Brigade is the Cadet Brigade Commander (known also as the Cadet First Captain) who has a staff of a Brigade Adjutant, a Brigade Training Officer, and a Brigade Supply Officer. The two Cadet Regimental Commanders have corresponding staffs, as have the six Cadet Battalion Commanders.

Each company is in charge of a Cadet Company Commander, with subordinate cadet officers in command of the smaller units.



North Barracks

DEPARTMENTS OF INSTRUCTION

COURSE OF STUDY

The United States Military Academy offers a 4-year course of undergraduate study leading to the degree of Bachelor of Science. The Military Academy is accredited by the Middle States Association of Colleges and Secondary Schools. Except for a choice of one of five languages, the curriculum is prescribed.

The course of study is designed to prepare the graduate for the diverse intellectual problems that confront an officer during his career. To solve these problems the officer must have knowledge and understanding of our culture and technology, capacity for dealing with foreign allies, and a talent for adjusting military plans and operations to the status of the national economy. Because of such requirements and their resulting curricular objectives, the West Point course of study cannot be classed as either liberal arts or engineering but has somewhat the character of both.

After he graduates, the officer may do advanced study in civilian universities and he will invariably take advanced study in one or more graduate schools of the Armed Forces. These are of several levels: the branch schools; the Command and General Staff colleges; and, at the highest level, the War Colleges (Army, Navy, Air) and the joint colleges (National War College, Industrial College of the Armed Forces). Selected students from all the armed forces attend the joint colleges.

GRADING SYSTEM

Daily grades in each course of instruction at the Military Academy are awarded on a 30-point scale from 0.1 to 3.0, 3.0 equaling 100 percent and 2.0 being the lowest passing mark. A cadet's daily grades and cumulative record in each course are posted weekly on the class bulletin boards along with a report of all cadets deficient (average grade less than 2.0) in one or more subjects. Cadets attend classes in small sections of perhaps 12–15 students, all of whom have achieved substantially the same average grade in the subject. Approximately every four weeks the cadets are resectioned on the basis of their cumulative average grades in each subject.

A cadet's class rank (or order of merit) at year end and at graduation is determined by the total credits earned in all subjects in relation to the totals earned by each of his classmates. Maximum credits or weights assigned the various subjects are in proportion to the time allotted for instruction. A graduating cadet's choice of branch (Engineer, Artillery, Signal Corps, Infantry, etc.) is influenced by his class standing.

A report on the cadet's progress is mailed to his parents monthly throughout the academic year.

PROGRAM OF INSTRUCTION FOR ACADEMIC YEAR 1953–54

Class	Subject	Attendance	Length of period (minutes)
FOURTH (Freshman year).	Mathematics	Whole class daily	80
	Military topography and graphics.	One half class daily except Saturday.	120
	Physical education	One half class daily except Saturday.	45
		Whole class Saturday	45
	English	One half class daily except Saturday.	60
	Languages	One half class daily except Saturday.	60
	Tactics	Two attendances a week.	60
	Intramural athletics	Two attendances a week (36 periods).	75
THIRD (Sophomore year).	Mathematics	One half class daily	80
	Physics	One half class daily	80
	Chemistry	One half class daily (91 periods).	80
	Languages	One half class daily	70
	English	One half class daily except Saturday (63 periods).	60
	Military psychology and leadership.	One half class daily except Saturday (27 periods).	60 or 120
	Military topography and graphics.	One half class daily except Saturday.	60 or 120
	Military hygiene	One half class daily except Saturday (15 periods).	60
	Tactics	Two attendances a week.	60
	Intramural athletics	Two attendances a week. (36 periods).	75

Class	Subject	Attendance	Length of period (minutes)
SECOND (Junior year).	Mechanics of fluids	One half class daily	80
	Mechanics of solids	One half class daily	80
	Electricity	Whole class daily (158 periods).	80
		One half class daily (27 periods).	80
	Military instructor training.	One half class daily (27 periods).	80
	Social sciences (geography, government, and history).	Whole class daily except Saturday.	60
	Tactics	Two attendances a week.	60
	Intramural athletics.	Two attendances a week (36 periods).	75
FIRST (Senior year).	Military engineering.	One half class daily	80
	History of military art.	One half class daily	80
	Social sciences (economics and international relations).	One half class daily	70
	Ordnance	One half class daily	70
	English	One half class daily except Saturday (27 periods).	60
	Law	One half class daily except Saturday.	60
	Military psychology and leadership.	One half class daily except Saturday (53 periods).	60
	Tactics	Two attendances a week.	60
	Intramural athletics.	Two attendances a week (36 periods).	75

The average number of periods available for the courses prescribed in table are as follows:

Whole class daily	212
Half class daily	106
Half class daily (except Saturday)	90
Two attendances a week	72

TYPICAL CADET SCHEDULES

FOURTH (FRESHMAN) CLASS

FIRST WEEK:

	7:55 A.M.	9:15 A.M.	9:30 A.M.	9:55 A.M.	10:15 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	MATH		PHYS ED				ENGLISH		TACTICS				
Tue	MATH			MILITARY TOPOGRAPHY AND GRAPHICS			FOREIGN LANGUAGES					INTRAMURAL[1]	
Wed	MATH		PHYS ED				ENGLISH						
Thu	MATH			MILITARY TOPOGRAPHY AND GRAPHICS			FOREIGN LANGUAGES					INTRAMURAL	
Fri	MATH		PHYS ED				ENGLISH		TACTICS				
Sat	MATH		PHYS ED										

BLANK SPACES TO 3:15 P.M. REPRESENT CADET STUDY TIME; AFTER 3:15 P.M. CADET FREE TIME

SECOND WEEK: Except on Saturday, Military Topography and Graphics alternates with Physical Education; Saturday schedule remains constant.
English meets Tuesday, Thursday; Foreign Languages meets Monday, Wednesday, Friday.
Tactics alternates with Intramural.

NOTE: 1. During winter months, Free Time may replace voluntary Intramural.

THIRD (SOPHOMORE) CLASS

FIRST WEEK:

	7:55 A.M.	9:15 A.M.	9:55 A.M.	10:35 A.M.	10:45 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M.	3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	MATH		LAB[1]	CHEMISTRY[2]			ENGLISH[3]		TACTICS[4]				
Tue	PHYSICS	LAB[5]			FOREIGN LANG		MILITARY TOPOGRAPHY AND GRAPHICS					INTRAMURAL[6]	
Wed	MATH			CHEMISTRY			ENGLISH						
Thu	PHYSICS				FOREIGN LANG		MILITARY TOPOGRAPHY AND GRAPHICS					INTRAMURAL	
Fri	MATH			CHEMISTRY			ENGLISH		TACTICS				
Sat	PHYSICS				FOREIGN LANG								

SECOND WEEK: English alternates with M T and G.
Tactics alternates with Intramural.

NOTES:
1. Chemistry has twenty 2-hour laboratory periods.
2. Military Hygiene replaces Chemistry for last 15 periods of the year.
3. Military Psychology and Leadership replaces English for first 27 periods of the year.
4. Physical Education replaces Tactics for 30 periods.
5. Physics has eighteen 2-hour laboratory periods.
6. During winter months, Free Time may replace voluntary Intramural.

SECOND (JUNIOR) CLASS

FIRST WEEK:

7:55 A.M.	9:15 A.M.	9:55 A.M.	10:35 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M. 3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	MECHANICS		LAB[1]	ELECTRICITY[2]		SOCIAL SCIENCES		TACTICS[3]		
Tue	MECHANICS	LAB[4]		ELECTRICITY		SOCIAL SCIENCES				INTRAMURAL[5]
Wed	MECHANICS			ELECTRICITY		SOCIAL SCIENCES				
Thu	MECHANICS			ELECTRICITY		SOCIAL SCIENCES				INTRAMURAL
Fri	MECHANICS			ELECTRICITY		SOCIAL SCIENCES		TACTICS		
Sat	MECHANICS			ELECTRICITY						

SECOND WEEK: Tactics alternates with Intramural.

NOTES:
1. Electricity has thirty-five 2-hour laboratory periods.
2. Military Instructor Training alternates with Electricity for last 27 periods of the year.
3. Physical Education replaces Tactics for 11 periods.
4. Mechanics has twenty-one 2-hour laboratory periods.
5. During winter months, Free Time may replace voluntary Intramural.

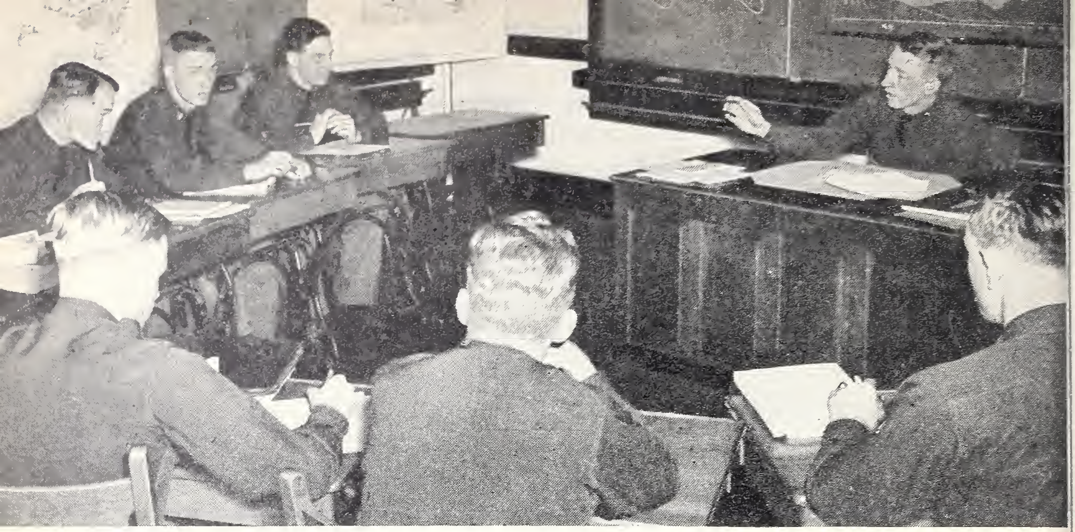
FIRST (SENIOR) CLASS

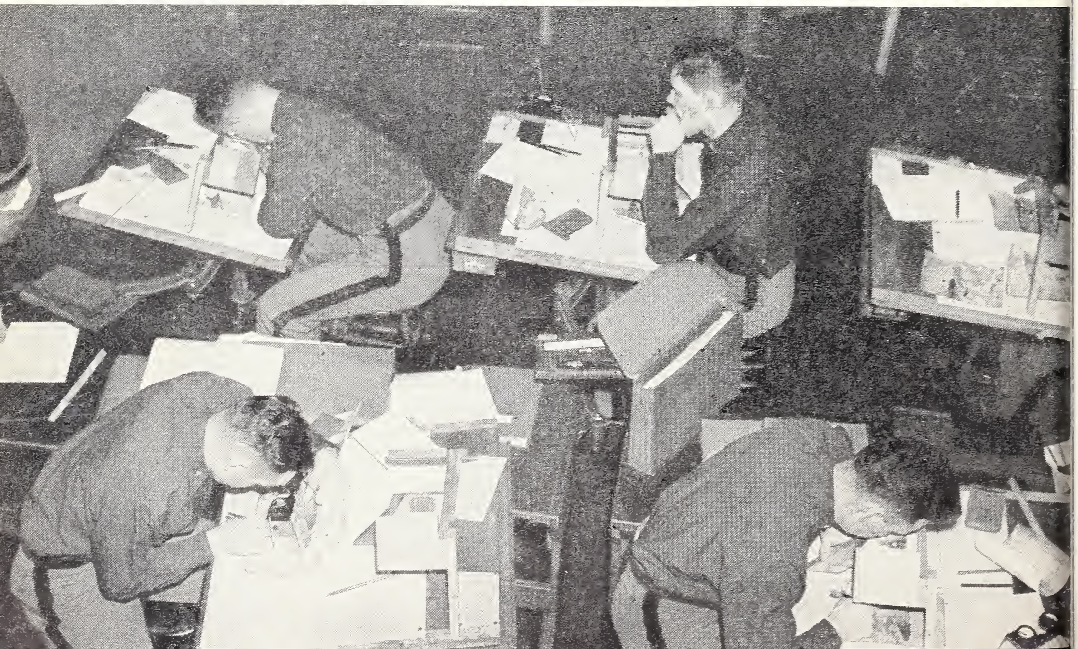
FIRST WEEK:

7:55 A.M.	9:05 A.M.	9:55 A.M.	10:35 A.M.	11:55 A.M.	1:00 P.M.	2:00 P.M.	2:15 P.M.	3:00 P.M. 3:15 P.M.	3:30 P.M.	4:45 P.M.
Mon	ORDNANCE	LAB[1]		HISTORY OF MILITARY ART		LAW		TACTICS[3]		
Tue	SOCIAL SCIENCES			MILITARY ENGINEERING		TACTICS				INTRAMURAL[2]
Wed	ORDNANCE			HISTORY OF MILITARY ART		LAW				
Thu	SOCIAL SCIENCES			MILITARY ENGINEERING		TACTICS				INTRAMURAL
Fri	ORDNANCE			HISTORY OF MILITARY ART		LAW		TACTICS		
Sat	SOCIAL SCIENCES			MILITARY ENGINEERING						

SECOND WEEK: Tactics alternates with Law.
Tactics alternates with Intramural.

NOTES:
1. Ordnance has fourteen 2-hour laboratory periods.
2. During winter months, Free Time may replace voluntary Intramural.
3. English replaces Tactics for first 27 periods.





DEPARTMENT OF ELECTRICITY

Professors: COLS. B. W. BARTLETT (Head of Department), J. W. GREEN, JR.

Associate Professor: LT. COL. R. I. HEINLEIN, JR. (Executive Officer).

Assistant Professors: LT. COLS. J. F. BROWNLOW, JR., R. D. TERRY, CAPT. H. W. CURTIS.

Instructors: LT. COL. R. D. BALLARD; MAJORS F. R. GARRETT, C. A. HOLT, III, J. R. WATERMAN; CAPTS. G. O. ADKISSON, D. T. BAKER, D. D. BRADBURN, L. A. COOKMAN, W. A. EKBERG, T. C. MUSGRAVE, B. J. PANKOWSKI, M. L. PRICE, E. A. SAUNDERS, G. H. TROXELL, JR., L. A. WILSON, JR.; 1ST LT. D. C. ROSS; 2D LT. P. F. SULLIVAN.

NOTE.—The two courses in Electrical Engineering are survey courses somewhat broader in scope than the engineering school courses usually offered for nonelectrical engineers. Demonstration lectures and 2-hour laboratory exercises supplement the regular classroom instruction at frequent intervals. The two courses are conducted concurrently.

Second (Junior) Class

ELECTRICITY I: FIELDS, MACHINERY, AND NUCLEAR PHYSICS. *Assistant Professor:* Lt. Col. Brownlow; *Instructors:* Major Holt; Capts. Adkisson, Baker, Cookman, Pankowski, Price, Troxell; 1st Lt. Ross; 2d Lt. Sullivan.

a. Fields.—Basic ideas of magnetostatics, electrostatics, systems of units, and electromagnetics, requisite for study of electrical machinery. *23 hours (seventeen 80-minute periods).*

b. Machinery.—Fundamentals of DC generators and motors; single-phase and polyphase AC alternators, motors, and transformers; selsyns and amplidynes. This subject is taught from the point of view of operational characteristics rather than design. *41 hours (thirty-one 80-minute periods).*

c. Nuclear Physics.—Historical development of modern concepts, nuclear reactions, radiation hazards, nuclear fission, atomic power. *32 hours (twenty-four 80-minute periods).*

Laboratory.—The department's power laboratories are equipped for the instruction of 80 cadets working in 4-man teams. DC and AC machinery are studied. *20 hours (ten 2-hour periods).*

ELECTRICITY II: CIRCUITS, ELECTRONICS, AND COMMUNICATIONS. *Assistant Professors:* Lt. Col. Terry and Capt. Curtis; *Instructors:* Lt. Col. Ballard; Majors Garrett, Waterman; Capts. Bradburn, Ekberg, Musgrave, Saunders, Wilson.

a. Circuits.—Basic laws and theorems of DC and AC electric circuits, electrical instruments, complex notation, single and polyphase systems, resonance phenomena, pads, filters. *51 hours (thirty-eight 80-minute periods).*

b. Electronics.—Vacuum tube characteristics, cathode ray oscillograph, basic vacuum tube circuits (rectifier, amplifier, modulation, and oscillator), photocells. *35 hours (twenty-six 80-minute periods).*

c. Communications.—Wire telegraphy and telephony, AM and FM radio transmitters and receivers, propagation of electromagnetic waves, antennas, elementary principles of radar and television. *23 hours (seventeen 80-minute periods).*

Laboratory.—The department's circuits laboratory is equipped for the instruction of 120 cadets working individually. Basic AC and DC circuits; electronics and communications. *44 hours (twenty-two 2-hour periods).*

DEPARTMENT OF ENGLISH

Professors: COLS. G. R. STEPHENS (Head of Department), R. K. ALSPACH.

Associate Professors: COL. J. D. BYRNE, MAJ. W. C. BURTON.

Assistant Professors: LT. COL. T. L. FISHER, 2D (Executive Officer); MAJS. B. J. GAULT, R. E. MORRISON, H. S. WALKER, W. E. WATERS; CAPT. J. H. LINDEN.

Instructors: LT. COLS. J. J. BEISER, R. B. SHORT; MAJS. R. P. ASHLEY, D. E. HALPIN, G. KILNER, H. A. LINN, W. F. MALONE, C. C. ULSAKER; CAPTS. L. B. BROUGHTON, C. R. GORDER, T. H. HALLIGAN, R. H. JOHNSON, W. H. MCMURRAY; 1ST LT. P. L. BRIAND, JR.

Fourth (Freshman) Class

COMPOSITION, READINGS, AND SPEECH MAKING. *Associate Professor:* Colonel Byrne; *Assistant Professors:* Major Morrison; Captain Linden; *Instructors:* Lieutenant Colonels Beiser, Short; Majors Ashley, Halpin, Kilner, Linn, Ulsaker; Captains Halligan, McMurray.

Expository Writing.—Lessons on review grammar, punctuation, diction, and logic (with emphasis on the sentence and the paragraph), followed by theme assignments that progress through the simpler types of exposition—process, analysis, critical essay, factual report, feature article, book review—to a formal research paper. *48 hours.*

Readings.—Diversified reading selections, including a long narrative poem, two contemporary plays, short stories, biography, and two novels. Themes and class discussion based on the readings. *26 hours.*

Speech Making.—The preparation and presentation of various types of speeches, such as the speech to inform, to convince, to actuate. The course includes special work in group discussion. *17 hours.*

*Special Course.**—In addition to regularly assigned work, selected cadets read and discuss eight short stories, five plays, one novel, and a number of poems.

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*Given during the spring term in lieu of review work to the highest-ranking cadets in fourth-class English.

Third (Sophomore) Class

Comparative Literature. *Associate Professor:* Major Burton; *Assistant Professors:* Majors Gault, Walker, Waters; *Instructors:* Major Malone; Captains Broughton, Gorder, Johnson; First Lieutenant Briand.

Selections from the best in world literature. Within the framework of poetry, prose, and drama the course emphasizes that literature treats generally of (1) Man and Nature, (2) Man and his fellow man, (3) Man and God. Among the works and writers studied under poetry are Chaucer, the Ballad, Shakespeare, Milton, Pope, Wordsworth, Shelley, Whitman, Browning, Kipling, Yeats, Eliot, Frost; under prose, the Bible, Bacon, Gibbon, Carlyle, Lamb, Thackeray, Emerson, and Koestler; under drama, Sophocles, Shakespeare, Ibsen. In addition, the reading of two novels from a list suggested by the Department is required. Practice in writing and speaking is gained by the preparation of several formal papers, including two critical book reports, and by class discussion of readings. *63 hours.*

First (Senior) Class

Literature and Composition. *Instructors:* As for Third Class.

Discussion and analysis of expository and narrative selections dealing with modern problems. The objective is to develop the ability for clear thinking and expression. Advanced expository theme-writing. *27 hours.*

DEPARTMENT OF FOREIGN LANGUAGES

Professors: Cols. C. J. Barrett (Head of Department), W. J. Renfroe, Jr.

Associate Professors: Lt. Cols. B. D. Jones, G. A. Bahe (Executive Officer).

Assistant Professors: Lt. Cols. P. Dickson, M. S. Mirski, J. H. Utley; Major L. A. Adams, Jr., E. H. Germann.

Civilian Assistant Professors: Mr. N. Maltzoff; Dr. F. Tiller.

Civilian Instructors: Messrs. J. Martinez, P. Vils, C. Viollet.

U. S. Army Instructors: Lt. Cols. E. J. Aileo, P. A. Helfert; Majors C. T. Baldwin, Jr., V. P. Warren, S. Willard, D. Zillmer; Capts. A. V. Arnold, Jr., P. O. Callahan, D. T. Dunne, C. S. Hamilton, N. Im Obersteg, C. B. MacKenzie, J. C. Spence, Sr., J. G. Tomlinson, J. O. Whittington; 1st Lt. M. Gutierrez.

Foreign Instructors: Lt. Col. F. Zepeda (Mexican Army); Major H. F. Arnizaut de Mattos (Brazilian Army).

Note.—Each cadet studies one foreign language—French, German, Portuguese, Russian, or Spanish—during the first 2 years of his course at West Point. The Department of the Army specifies the approximate percentage of the entering class to be assigned to each language. Within these quotas cadets are assigned in accordance with their preferences and previous language experience. In general, a cadet continues the study of a language already begun, unless he has reached a stage of proficiency equal to the average to be attained at West Point.

Fourth (Freshman) Class

French. *Instructors:* Lieutenant Colonel Aileo; Major Warren; Captain Spence.

German. *Instructors:* Major Zillmer; Captain Im Obersteg.

Portuguese. *Assistant Professor:* Major Adams; *Instructor:* Mr. Vils.

Russian. *Instructors:* Majors Baldwin, Willard.

Spanish. *Instructors:* Captains Dunne, Tomlinson, Whittington; 1st Lieutenant M. Gutierrez.

Basic course in the fundamentals of the language. Covers pronunciation, basic grammar, elementary reading, simple written composition, and oral practice. Particular emphasis is placed on oral work, with the oral-aural skills developed by question and answer drills, prepared and extemporaneous dialogues, and individual short talks. After the first month of the course all classroom work is in the foreign language being studied. *90 hours.*

Third (Sophomore) Class

French. *Assistant Professor:* Major Germann; *Instructor:* Captain MacKenzie.

German. *Assistant Professor:* Lieutenant Colonel Dickson; *Instructor:* Captain Arnold.

Portuguese. *Instructors:* Major Arnizaut de Mattos; Captain Hamilton.

Russian. *Assistant Professor:* Lieutenant Colonel Mirski; *Instructor:* Captain Callahan.

Spanish. *Assistant Professor:* Lieutenant Colonel Utley; *Instructors:* Lieutenant Colonels Helfert, Zepeda.

Continuation of the Fourth Class course, with increased stress on the correct application of grammar principles. Reading and discussion of one or two literary works; historical, geographical, and military material of current interest. Continued written composition and continued emphasis on oral discussions, dialogues, and individual talks. Series of six or seven lectures on the culture of the country or countries whose language is being studied. All work conducted in the foreign language. *124 hours (one hundred and six 70-minute periods).*

DEPARTMENT OF LAW

Professor: Col. C. W. West (Head of Department).
Associate Professor: Lt. Col. E. M. O'Connell.
Assistant Professor: Lt. Col. F. M. Sassé.
Instructors: Majs. J. J. Crimmins, S. E. Gordy, R. M. Hancock, Jr.; Capts. J. A. Lighthall, S. S. Lionel, J. J. Murphy, E. E. Welch.

First (Senior) Class

Assistant Professor: Lieutenant Colonel Sassé; *Instructors:* Majors Crimmins, Gordy, Hancock; Captains Lighthall, Lionel, Murphy, Welch.

a. Elementary Law.—A broad basic coverage of the fundamental legal principles of contract, tort, agency, real and personal property, negotiable instruments, banking, and claims for and against the Government. *21 hours.*

b. Criminal Law.—A study of substantive criminal law essential to the proper exercise of court-martial jurisdiction. *17 hours.*

c. Constitutional Law.—Important phases of constitutional authority, guarantees, and limitations with special emphasis on sources and extent of military power. *13 hours.*

d. Evidence.—The rules of evidence required in court-martial practice. *17 hours.*

e. Military Law.—Study and practical application of court-martial procedure. Participation in moot courts is featured. *22 hours.*

DEPARTMENT OF MATHEMATICS

Professors: COLS. W. W. BESSELL, JR. (Head of Department), C. P. NICHOLAS.

Associate Professors: COL. P. D. CALYER; LT. COL. R. C. YATES.

Assistant Professors: COLS. G. W. BIXBY, J. D. MATHESON; LT. COL. A. G. BAKER; MAJS. C. K. CHARBONNEAU, J. R. SMITH.

Instructors: COLS. E. T. MILLER, J. R. RICHARDS; LT. COLS. D. E. BUCHANAN, R. H. DETTRE, J. P. DONOHUE, B. E. HUFFMAN, C. D. MAYNARD; MAJS. L. E. ARMSTRONG, J. C. COCKRILL, A. B. FARNELL, J. L. FISHBACK, L. G. GAMBLE, J. M. HINMAN, A. M. MAISH, E. C. MURPHY, G. V. PORTER, E. C. PRICE, C. ROTH, D. L. STEWART, W. R. SULLIVAN; CAPTS. G. F. BOND, A. A. CANNELLA, B. S. HANSON, W. R. JARRELL, G. W. KAYS, D. L. KNOLL, M. E. NOLAN, E. R. PRESTON, JR., K. E. SICKAFOOSE.

NOTE.—*Objectives and scope of the mathematics course.* The course in mathematics has two principal objectives: (1) mastery of reasoning processes, and (2) development of skill in practical application of mathematics. The subjects taught are those fundamental branches of mathematics which are believed to have applicability to military situations and to advanced military study after graduation. The schedule is coordinated so that the cadet acquires the mathematical experience and facility needed for work in other departments. The teaching methods place a maximum of responsibility on the student and confront him with problems requiring original thinking.

Fourth (Freshman) Class

FOURTH CLASS MATHEMATICS. *Associate Professor:* Colonel Calyer; *Assistant Professors:* Colonel Bixby; Lieutenant Colonel Baker; Majors Charbonneau and Smith; *Instructors:* Lieutenant Colonels Buchanan, Dettre, Huffman; Majors Cockrill, Fishback, Hinman, Maish, Murphy, Porter, Price, Roth, Stewart, Sullivan; Captains Bond, Hanson, Jarrell, Kays, Knoll, Preston, Sickafoose.

a. Algebra.—A brief review of the fundamental algebra required for entrance to the Military Academy, followed by college algebra, including mathematical induction, the binomial theorem, theory of equations, inequalities, determinants, permutations and combinations, probability, partial fractions, and infinite series. *40 hours (thirty 80-minute periods).*

b. Slide Rule.—The theory and use of the several scales of the slide rule. *5 hours (four 80-minute periods).*

c. Trigonometry.—The course covers both plane and spherical trigonometry and stresses applications and analytical trigonometry. It includes logarithms and complex numbers. *52 hours (thirty-nine 80-minute periods).*

d. Solid Geometry.—In this course the theorems of limits are stressed and algebraic and trigonometric methods are used as well as the strictly geometric. *35 hours (twenty-six 80-minute periods).*

e. Analytic Geometry.—Plane and solid analytic geometry. The course includes first, second, and higher degree equations in two and three variables; rectangular, polar, cylindrical co-ordinates; conic sections, parameters, and parametric equations. *103 hours (seventy-seven 80-minute periods).*

f. Calculus.—An introduction to calculus. Functions, limits, differentiation and integration, with simple applications such as maxima and minima, related rates, areas, and moments of areas. *40 hours (thirty 80-minute periods).*

NOTE.—Seven extra periods are reserved for amplifying lessons.

Third (Sophomore) Class

THIRD CLASS MATHEMATICS.* *Associate Professor:* Lieutenant Colonel Yates; *Assistant Professor:* Colonel Matheson; *Instructors:* Colonels Miller and Richards; Lieutenant Colonels Donohue, Maynard; Majors Armstrong, Farnell, Gamble; Captains Cannella, Nolan.

a. Calculus.—The course quickly reviews the fourth-class calculus course and then continues with a unified coverage of differential and integral calculus at a second year engineering college level. *Upper, 75 hours (fifty-six 80-minute periods); lower, 89 hours (sixty-seven 80-minute periods).*

b. Differential Equations.—Upper and lower sections both cover standard types of first order equations, integrating factors, certain higher order equations, and applications to harmonic motion. In addition, the upper sections cover other types of equations and important applications to physics and engineering. *Upper, 31 hours (twenty-three 80-minute periods); lower, 15 hours (eleven 80-minute periods).*

c. Statistics.—Upper and lower sections cover the same material. The course includes the elements of probability; the classification of data and computation of descriptive measures; binomial, normal, Poisson, and Chi-square distributions; statistical inference and applications of sampling techniques in the testing of hypotheses. *Upper, 32 hours (twenty-four 80-minute periods); lower, 33 hours (twenty-five 80-minute periods).*

NOTE.—Three extra periods are reserved for amplifying lessons.

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*The cadets are separated according to ability into "upper" and "lower" groups of sections in December. The upper group progresses more rapidly and covers extra subject matter in calculus and differential equations during the year.

DEPARTMENT OF MECHANICS

Professors: COLS. E. R. HEIBERG (Head of Department), H. R. FRASER.

Associate Professors: COLS. C. L. REGISTER (Executive Officer), W. H. TETLEY.

Assistant Professors: COLS. W. C. FOWLER; LT. COLS. C. R. GRAHAM, J. H. HOTTENROTH, F. C. ROECKER; MAJS. W. R. FUCHS, C. W. SAMPSON.

Instructors: LT. COLS. D. W. HASSEMER, A. HIGDON; MAJS. R. T. BATSON, A. G. DANCEY, F. S. ROOP, JR.; LT. J. J. METSCHL, USN; CAPTS. R. A. BARBER, JR., T. D. BLAZINA, F. W. DRAPER, D. E. FOWLER, E. M. LEWIECKI, R. R. LOCHRY, W. R. STUMPE, R. G. VALPEY.

Second (Junior) Class

MECHANICS OF SOLIDS. *Associate Professor:* Colonel Register; *Assistant Professors:* Colonel Fowler; Lieutenant Colonel Hottenroth; Major Sampson; *Instructors:* Lieutenant Colonel Higdon; Captains Draper, Fowler, Lewiecki, Lochry, Stumpe, Valpey.

a. Engineering Mechanics.—The principles of mechanics considered essential for an understanding of engineering, including the study of statics, kinematics, and kinetics. The course includes resolution of moments and forces; couples; dimensional equations; resultants and equations of equilibrium for coplanar and some noncoplanar force systems; free body diagrams; centroids, centers of gravity and centers of pressure; analysis of trusses by joints, by sections, and graphically; friction of blocks and wedges; first and second moments, centroids, centers of pressure for two- and three-dimensional bodies; motion of a particle, including velocities, accelerations, trajectories; motion of rigid bodies (mechanisms); force, mass and accelerations of bodies in translation, rotation and plane motion; center of percussion; work and energy; impulse and momentum; moving vanes; elastic impact; gyroscopes. Upper third of class studies noncoplanar force systems, Coriolis' acceleration, and mechanical vibrations, while the rest of the class is taking written general reviews. *88 hours (sixty-six 80-minute periods).*

b. Mechanics of Materials.—Stresses and strains encountered in various materials and structural members under the action of external forces. Particular emphasis is placed on the engineering significance rather than on the mathematics involved in the analyses. The course includes stresses on normal and oblique sections caused by central and eccentric axial loads; stress-strain curves for various materials; indeterminate axially loaded members; thermal stresses; stress concentration; thin cylinders; torsion of shafts; indeterminate torsional members; modulus of rupture; shear flow; beam reactions; shear and moment diagrams; flexure formula; maximum bending moments; beam deflection by moment areas and by elastic curve equation; maximum deflections; economic sections; moving loads; indeterminate beams; combined axial and bending loads; eccentric loads; columns; relations between stresses at a point; Mohr's circle; theories of failure; impact and energy loads, including working stress, ultimate resistance, stresses and beam shapes; and composite beams. Four 2-hour laboratory periods are presented to approximately the upper third of the class while the remainder is taking the written general reviews. *53 hours (forty 80-minute periods).*

MECHANICS OF FLUIDS. *Associate Professor:* Colonel Tetley; *Assistant Professors:* Lieutenant Colonels Graham, Roecker; Major Fuchs; *Instructors:* Lieutenant Colonel Hassemer; Majors Batson, Dancy, Roop; Lt. Metschl, USN; Captains Barber, Blazina.

a. Thermodynamics.—Engineering thermodynamics. Principal attention is given to the study of the conversion of thermal energy into mechanical energy and to the processes of heat transfer, mechanical refrigeration, and air conditioning. The classroom work includes the general energy equation; characteristic equation of a perfect gas; energy equation of a perfect gas; reversible nonflow processes of gases including p–V and T–S diagrams; Carnot Ericsson, and reversed gas cycles; the first and second laws of thermodynamics; entropy; Otto, Diesel, dual, and Brayton cycles; air compression; air engines; flow of gases; nozzles; p–V and T–S diagrams for steam; steam tables, Mollier diagram and Ellenwood charts; processes for steam; vapor cycles, including Rankine, incomplete expansion, reheat, regenerative and binary; refrigeration; mixtures of vapors and gases (the atmosphere); air conditioning; the psychrometric chart. Upper third of the class studies advance problems in heat transfer while the remainder of the class is taking written general reviews. *58 hours (forty-four 80-minute periods).*

Laboratory.—A correlation of actual performance characteristics and theory previously studied in the classroom. The equipment used includes gasoline and Diesel engines, jet engines, steam engines and turbines, air compressors, air tools, refrigeration, and air conditioning. *28 hours (fourteen 2-hour periods).*

b. Fluid Mechanics.—The laws of mechanics as they apply to liquids, vapors, and gases. Principal emphasis is placed on the mechanical properties of water and air. The classroom work includes specific weight; density; compressibility; surface tension; pressures in compressible and incompressible fluids; manometers; center of pressure; introduction to design of dams; buoyant forces; laminar flow; turbulent flow; distribution of velocity; steady and unsteady flow, Bernoulli's equation, continuity of flow; hydraulic gradient; energy gradient; venturi meter; pitot tube; orifices; uniform flow; conduits; solution of flow problems with Reynolds' number, known and unknown; effect of roughness; flow through siphons; design of pipelines; divided and branching flow; flow through noncircular closed conduits; flow in open channels; most efficient cross section; determination of velocity and discharge of open channels; flow through orifices; nonuniform flow; short tubes; minor losses; weirs; nonuniform flow in open channels; critical slope; transition sections; venturi flume; Froude number; Weber number; flow of compressible fluids; forces exerted by fluids in motion; turbines; pumps; water hammer. Upper third of class solves a special water-supply and reservoir-operating problem while the rest of the class is taking written general reviews. *56 hours (forty-two 80-minute periods).*

Laboratory.—Practical exercises. The equipment used includes pumps, turbines, various measuring devices, and a wind tunnel. *12 hours (six 2-hour periods).*

DEPARTMENT OF MILITARY ART AND ENGINEERING

Professors: Cols. T. D. Stamps (Head of Department), V. J. Esposito.

Associate Professors: Col. V. H. Slayden; Lt. Col. C. H. Schilling (Executive Officer).

Assistant Professors: Col. P. B. Davidson; Lt. Col. S. M. Case; Majs. J. J. Bugas, S. W. Merrick, J. J. Thigpen.

Instructors: Lt. Cols. S. Y. Coker, J. T. Elting, R. M. Lee, T. B. Miller, R. M. Rogers, G. R. Sedberry; Majs. C. F. Farley, A. R. Marshall, R. R. Wessels; Capts. R. L. Bullard, A. P. Hanket.

First (Senior) Class

Military Engineering. *Associate Professor:* Lieutenant Colonel Schilling; *Assistant Professors:* Majors Bugas, Merrick, Thigpen; *Instructors:* Lieutenant Colonel Coker; Majors Farley, Marshall, Wessels; Captain Hanket.

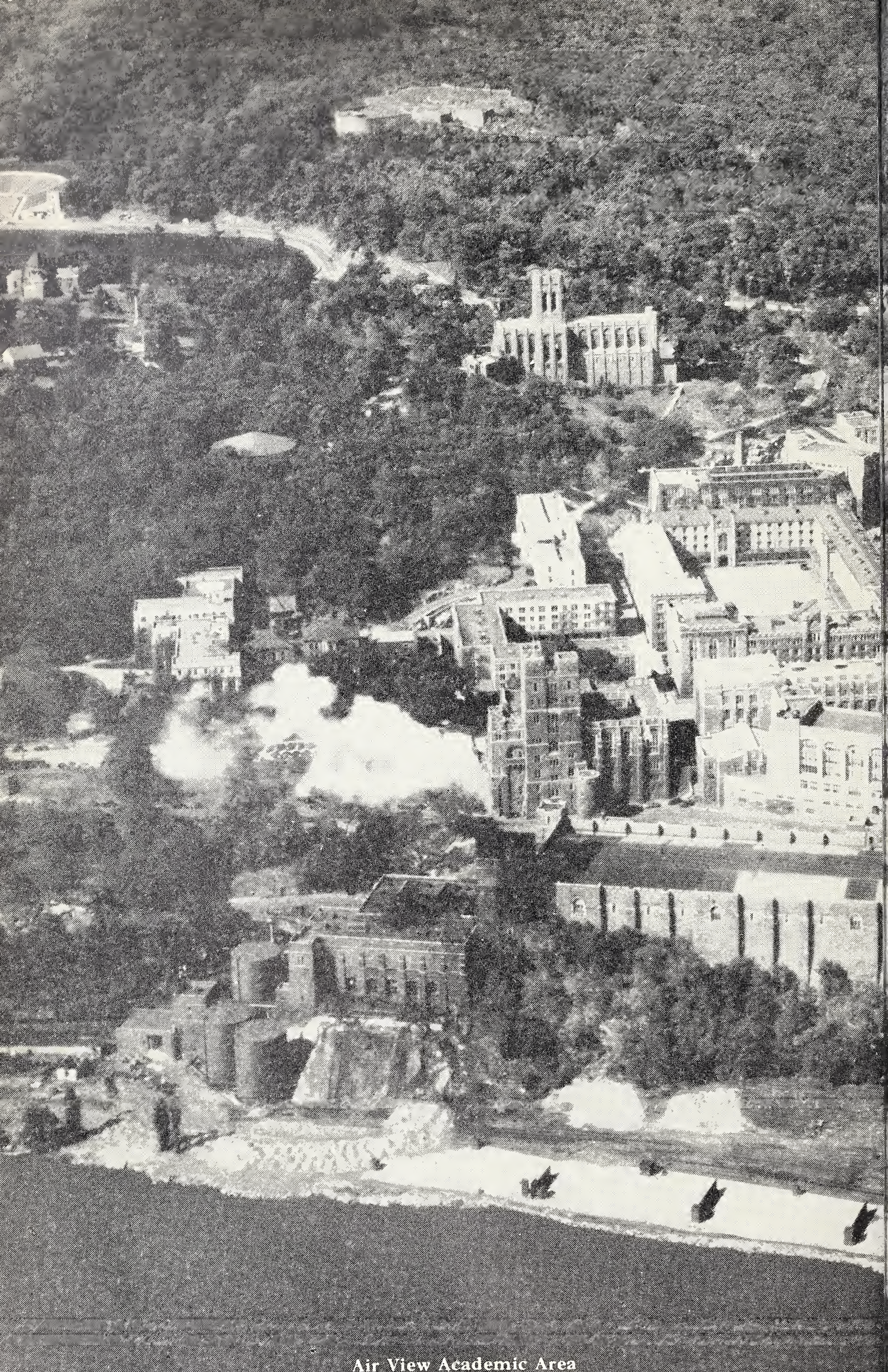
a. Structural Analysis.—Analysis of stresses in structures, with emphasis on bridges. It includes determination of reactions, shear, and moment in beams and girders; analysis of stresses due to standard highway and railroad loadings, using influence lines; analytic analysis of trusses; and analysis of statically indeterminate beams and simple angle frames. *67 hours (fifty 80-minute periods).*

b. Structural Design.—Design of steel and wood structures, with emphasis on bridges. It includes design of beams, girders, and tension and compression members; riveted and welded joints; and design of a simple truss bridge. *44 hours (thirty-three 80-minute periods).*

c. Army Engineering.—Instruction in military bridges, military roads, demolitions, field fortifications, camouflage, airfields, and construction in war. *29 hours (twenty-two 80-minute periods).*

History of Military Art. *Associate Professor:* Colonel Slayden; *Assistant Professors:* Colonel Davidson; Lieutenant Colonel Case; *Instructors:* Lieutenant Colonels Elting, Lee, Miller, Rogers, Sedberry; Captain Bullard.

The evolution of the art of war—on land, on sea, and in the air. Ancient concepts of war; the impact of successive technological advances on the conduct of war in the strategic and tactical fields; the attributes of great military leaders and their contributions to the advancement of the art of war; the development and application of the principles of



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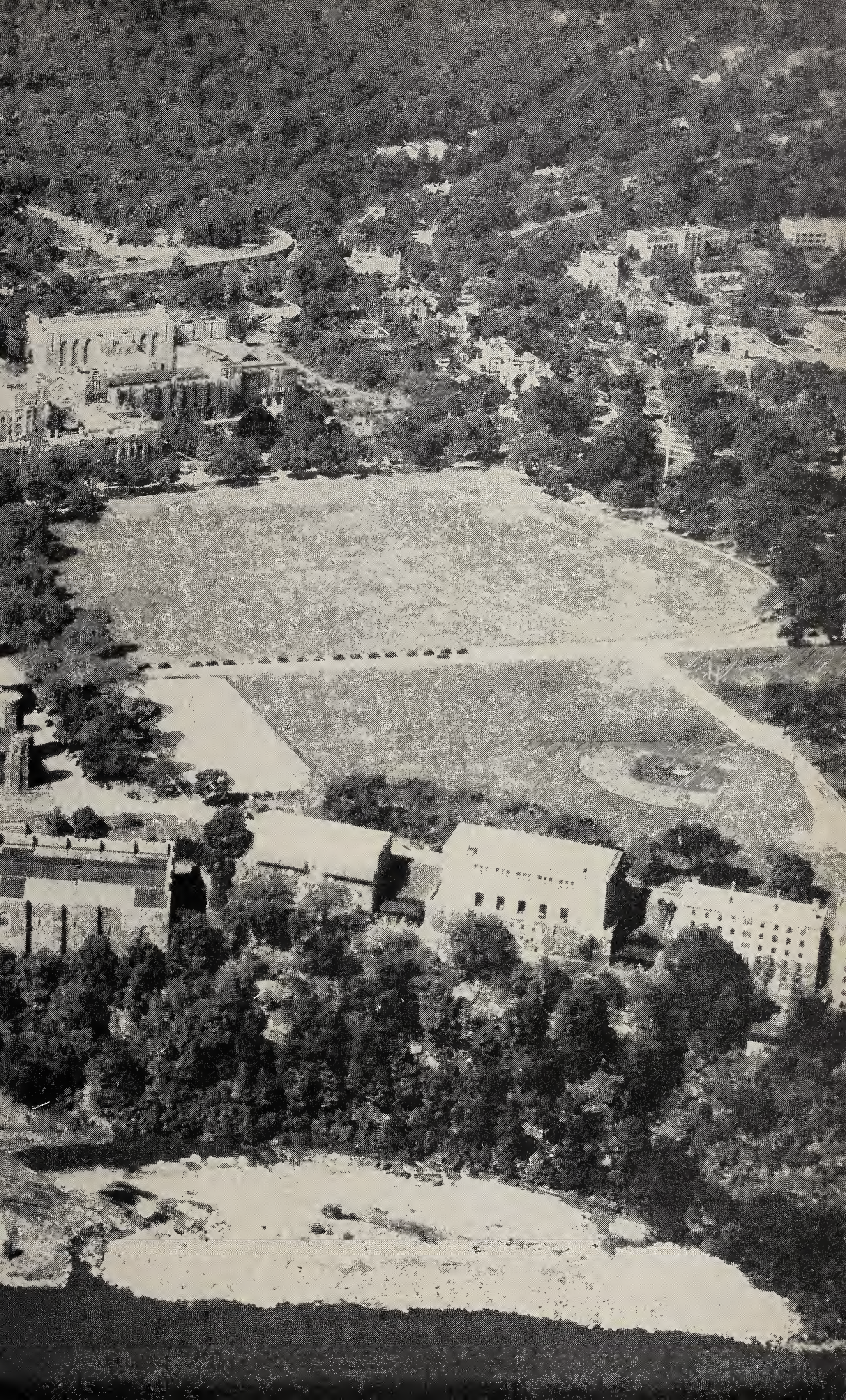

strategy; the growing influence of logistics upon strategy and tactics that has come about because of the expansion of the spheres of conflict, of the employment of huge military forces, and of the methods and means of warfare, the growth, influence, and interrelation of land, sea, and air power in military operations; the principles governing the organization and functioning of high commands in joint operations; and studies of military leaders of the army, navy, air force, and of unified commands. The course, which is an integral part of the Program of Studies in National Security, also points out the impact on warfare of nonmilitary factors—treated in detail by the Department of Social Sciences—concurrently with the study of military operations. *140 hours (one hundred and five 80-minute periods).*

DEPARTMENT OF MILITARY HYGIENE

Professor: Col. D. B. Kendrick (Head of Department).
Assistant Professor: Maj. P. W. Murphy.

Fourth (Freshman) Class

First Aid, Sanitation, and Hygiene. This course consists of practical instruction in first aid, field sanitation, personal hygiene, sex hygiene, and care of troops, given as part of summer training. *12 hours.*

Third (Sophomore) Class

Military Sanitation. Military sanitation, devoted to health matters of the group as contrasted with those of the individual. Emphasis is given to the responsibilities of the unit commander for the welfare of his troops regarding their health and sanitary conditions of their environment. *5 hours.*

Military Hygiene. Instruction in basic hygiene, with emphasis given, but not restricted to, application in the military service. This includes study of anatomy and physiology and a discussion of the fundamental rules designed to promote and preserve the health of the individual and troops. *15 hours.*

Second (Junior) Class

Medical Service With the Combined Arms. The organization, function, and employment of medical units with the combined arms, command problems in an atomic war, and medical support in civil defense. Emphasis is given to the system of evacuation of sick and wounded and the relationship of the surgeon to a command and staff. *5 hours.*

First (Senior) Class

Military Medicine. Military medicine from the broad aspects of its strategic and tactical influence on military operations. The course includes discussions on environmental sanitation, transmission of diseases, preventive psychiatry, atomic warfare casualties, alcoholism, civil defense, and disaster control. *12 hours.*

DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS

Professors: COLS. L. E. SCHICK (Head of Department), C. R. BROSHOUS.
Associate Professors: COL. M. S. DICKSON; LT. COL. E. W. JACUNSKI.
Assistant Professors: LT. COLS. C. T. MARSH, E. O. MCDONALD; CAPT. T. M. CONSTANT (Executive Officer).
Instructors: LT. COL. F. J. ROBERTS; MAJS. W. L. BAXTER, R. W. CLARK, W. C. FULLILOVE, J. E. GLAB, G. E. MAXON, JR., M. E. MCCOY, JR., F. W. TAYLOR; CAPTS. R. G. BECKNER, R. L. BENTLEY, W. E. CHYNOWETH, S. O. EDWARDS, R. H. HAMMOND, R. P. HAZZARD, C. W. KINGSBURY, D. D. LITT, W. B. ROGERS, W. C. SMITH.

Fourth (Freshman) Class

GRAPHICS. *Associate Professor:* Lieutenant Colonel Jacunski; *Assistant Professor:* Lieutenant Colonel McDonald; *Instructors:* Majors Clark, McCoy; Captains Beckner, Bentley, Edwards, Hammond, Hazzard, Kingsbury, Rogers.

Graphics I. Use of Instruments; Lettering; Elementary Engineering Drawing; Freehand Sketching; Descriptive Geometry; Pictorial Drawing and Mechanical Perspective. *76 hours (thirty-eight 2-hour periods).*

Graphics II. A continuation of Graphics I. Detail Drawings; Assembly Drawings; Design Sketching; Map Projections; Descriptive Geometry; Charts and Graphs; Lettering. *102 hours (fifty-one 2-hour periods).*

Third (Sophomore) Class

MILITARY TOPOGRAPHY. *Associate Professor:* Colonel Dickson; *Assistant Professor:* Lieutenant Colonel Marsh; *Instructors:* Lieutenant Colonel Roberts; Majors Baxter, Fullilove, Glab, Maxon, Taylor; Captains Chynoweth, Litt, Smith.

Military Topography I. Surveying.—The fundamentals of plane and topographic surveying. The course included twenty-four hours of field problems. *76 hours (thirty-eight 2-hour periods).*

Military Topography II. Elementary and Advanced Map Reading.—The fundamentals of military map reading; conventional signs, geographic coordinates; military grid and referencing systems; military symbols and overlays; profiles and visibility, direction and azimuth; Map Projections; map analysis, foreign maps; aeronautical charts; basic photogrammetry; terrain appreciation, and field sketching. *102 hours (fifty-one 2-hour periods).*

DEPARTMENT OF ORDNANCE

Professor: COL. J. D. BILLINGSLEY (Head of Department).
Associate Professor: COL. D. E. BREAKEFIELD.
Assistant Professors: LT. COL. W. L. CLAY; MAJOR K. H. HENLEY; CAPT. W. S. ANDERSON.
Instructors: COL. J. B. MORGAN; LT. COL. G. T. BUCK, JR.; MAJOR G. S. QUICK; 1ST LTS. G. E. CLIFFORD, J. B. WILSON.

NOTE.—The courses in Ordnance are designed to teach the student how to apply basic scientific principles and fundamental theories to the design, construction, and functioning of military weapons and automotive equipment. The student is oriented in modern trends of research and development in matériel in all fields of military combat and acquainted with the need for weighing advantages of costly new matériel in terms of the drain on the resources of the nation (skilled manpower, critical materials, and industrial plant and equipment). Opportunity is given for the application of certain of the principles studied in previous courses in physics, chemistry, electricity, and mechanics. Emphasis is placed on developing in each student a facility for logical, critical, and independent thought.

First (Senior) Class

ENGINEERING MATERIALS. *Assistant Professor:* Major Henley; *Instructors:* Colonel J. B. Morgan; Lieutenant Colonels Buck, Clay; Major Quick; Captain Anderson; First Lieutenants Clifford, Wilson.

A study of the more common engineering materials used in weapons, ammunition, and automotive combat-vehicles, including the sources of these materials, their composition, properties, uses, limitations, and the fabrication process used to produce end items. *15⅔ hours (ten 70-minute periods; two 2-hour laboratory periods).*

ARMAMENT ENGINEERING AND MATÉRIEL. *Assistant Professor:* Lieutenant Colonel Clay; *Instructors:* Lieutenant Colonel Buck; Major Quick; First Lieutenant Wilson.

Design, engineering, production, and trends of development of explosives, ammunition, small arms, and artillery; the principles of interior, exterior, and terminal ballistics. *50 hours (thirty-six 70-minute periods; four 2-hour laboratory periods).*

AUTOMOTIVE ENGINEERING AND MATÉRIEL. *Assistant Professor:* Captain Anderson; *Instructors:* Colonel Morgan; Major Henley; First Lieutenant Clifford.

Design, engineering, production, functioning, maintenance, and trends of development of wheeled and track-laying vehicles of the type used in the military service. Detailed coverage of internal combustion engine transmissions, power trains, suspension systems, steering systems, and brakes. The laboratory work consists of disassembly, inspection, and assembly for operation of originally unserviceable gasoline truck engines; work is done in groups of four. *57½ hours (twenty-seven 70-minute periods; thirteen 2-hour laboratory periods).*

SPECIAL WEAPONS. *Assistant Professor:* Lieutenant Colonel Clay; *Instructors:* Colonel Morgan; Lieutenant Colonel Buck; Majors Henley, Quick; Captain Anderson; First Lieutenants Clifford, Wilson.

A study of the more common types of guided missiles and atomic weapons including their principal components, the basic engineering principles of their operation, their technical capabilities and limitations, and the terminal ballistic effects of such weapons. *9⅓ hours (eight 70-minute periods).*

DEPARTMENT OF PHYSICS AND CHEMISTRY

Professors: Cols. G. A. Counts (Head of Department), E. C. Gillette, Jr.
Associate Professors: Lt. Cols. R. B. Arnold, C. H. Wood.
Assistant Professors: Lt. Cols. F. I. Pohl, W. T. Woodyard; Majs. L. E. Cage, R. L. Conarty, W. T. Moseley; Capt. L. M. Jones, Jr.
Instructors: Majs. O. H. Borum, R. H. Brundin, B. M. Cottrell, Jr., J. W. Dunham, A. D. Nelson; Capts. E. P. Braucher, R. S. Day, R. L. Dresser, W. R. Hylander, Jr., W. V. Millman, A. K. Stebbins, III; 1st Lt. T. K. Berge.

Third (Sophomore) Class

Physics. *Associate Professor:* Lieutenant Colonel Arnold; *Assistant Professors:* Lieutenant Colonel Pohl; Major Conarty; Captain Jones; *Instructors:* Major Dunham; Captains Dresser, Hylander, Millman, Stebbins; First Lieutenant Berge.

a. Mechanics.—Dynamics and statics, elasticity and impact, fluids and the mechanics of gases. *60 hours (thirty-two 80-minute classroom periods; eight 2-hour laboratory periods).*

b. Heat.—Effects of heat, calorimetry and change of state, thermal behavior of gases, work and heat, transfer of heat. *19 hours (eleven 80-minute classroom periods; two 2-hour laboratory periods).*

c. Electricity and Magnetism.—Electrostatics, magnetism, electrical circuits, inductance and capacitance, alternating currents, elements of electrical machinery, thermoelectricity. *41 hours (twenty-five 80-minute classroom periods; four 2-hour laboratory periods).*

d. Sound.—The mechanics of wave motion and the production and transmission of sound. *9 hours (five 80-minute classroom periods; one 2-hour laboratory period).*

e. Light.—The nature and propagation of light, reflection and refraction, dispersion, spectra and color, lenses and optical instruments, interference and diffraction, polarized light. *27 hours (sixteen 80-minute classroom periods; three 2-hour laboratory periods).*

Chemistry. *Associate Professor:* Lieutenant Colonel Wood; *Assistant Professors:* Lieutenant Colonel Woodyard; Majors Cage, Moseley; *Instructors:* Majors Borum, Brundin, Cottrell, Nelson; Captains Braucher, Day.

A general course dealing with the fundamental principles of chemistry and the scientific method by which these principles were derived. Lectures, classroom recitations and demonstrations, and laboratory work illustrate the major role that chemistry plays in industry, in national defense, and in everyday life. *135 hours (seventy-one 80-minute classroom periods; twenty 2-hour laboratory periods).*

DEPARTMENT OF SOCIAL SCIENCES

Professors: COLS. H. BEUKEMA (Head of Department), G. A. LINCOLN.

Associate Professors: LT. COLS. W. E. BRINKER, J. G. HOLLAND, JR. (Executive Officer).

Assistant Professors: LT. COLS. W. S. CLARK, J. L. FRISBEE, B. G. LANE, JR., R. F. MCDERMOTT, J. P. STRAUSS, H. G. TURNER, JR.; MAJS. C. M. FERGUSSON, S. R. MOLYNEAUX, R. B. SHEA; CAPT. T. H. MCLENDON; 1ST LT. R. W. COONROD.

Instructors: LT. COLS. H. M. CAMPBELL, W. A. PURDY; MAJS. R. L. MCCANNA, W. G. MCDONALD, R. T. RAMSAUR; CAPTS. S. D. BLUM, L. C. CAMPBELL, T. E. CROOKS, J. B. DESMOND, W. H. GRIFFITH, A. A. JORDAN, E. C. MESTER, J. A. MUNSON, W. W. POSVAR, W. U. SOLBERG, J. G. WILLIAMS, JR.; 1ST LT. O. W. TRABER, JR.

NOTE.—The courses in Social Sciences are coordinated and interrelated. As integral parts of the Program of Studies in National Security, they are also coordinated with those courses in other departments—such as the History of Military Art in the Department of Military Art and Engineering—that are integral parts of the same Program. The general objectives of the Social Sciences courses, in addition to education in the responsibilities of citizenship, are the development of (1) a comprehension of the relationship to national security of the social, political, and economic facets of American life; (2) the total value and essential character of the security problem today; and (3) an understanding of the Department of Defense and of the relationship of the Armed Forces to the other elements of our national society.

Second (Junior) Class

HISTORY, GOVERNMENT, AND GEOGRAPHY. *Associate Professor:* Lieutenant Colonel Holland; *Assistant Professors:* Lieutenant Colonels Clark, Frisbee, Lane, Strauss; Majors Molyneaux, Shea; Captain McLendon; First Lieutenant Coonrod; *Instructors:* Lieutenant Colonel Campbell; Majors McCanna, Ramsaur; Captains Blum, Campbell, Crooks, Mester, Munson, Posvar, Solberg, Williams; First Lieutenant Traber.

a. Economic and Industrial Geography.—The investigation of the elements of physical geography (climate, soils, landforms) and their relationship to man, by the study of principles and areal examples. In addition, the economic geography of raw materials, industries, trade, and transportation is developed, leading to a world point of view of the significance of basic geographical factors. *38 hours.*

b. History of Modern Europe.—A politico-social survey of the history of Europe from 1500 to the end of World War II. Major emphasis is placed on the origin of the European balance-of-power system, the development of sovereign states, and the subsequent rivalries of these states. The primary purpose of the course is to provide a knowledge of the social, economic, and political institutions of modern Europe sufficient to serve as a basis for comprehension of contemporary problems in Europe and the World. *66 hours.*

*c. History of Russia.**—The major themes of the political, cultural, and social history of Russia—with emphasis on the period since 1533—in order to afford a basis for understanding current problems peculiar to Russia or international in scope. The peoples, institutions, traditions, and cultures of Russia are studied in order to bring about a comparative evaluation of similar phenomena in the United States. *36 hours.*

*d. History of Latin America.**—A study of the nature, origins, and development of the political, social, and cultural institutions of Latin America from colonial times to the present. The relationships of the countries of the Western Hemisphere to each other are studied, with particular emphasis on the position of the United States. Stress is placed on the economic and geographic factors which have contributed to the present development of Latin America. *29 hours.*

e. Modern History of the Far East.—A politico-social survey of the history of the Far East from the beginning of the 19th century to World War II. Major emphasis is placed on the impact of the West upon the social, political, and economic institutions of China and Japan. The course is designed to give sufficient knowledge of the political and cultural forces at play in the Far East to serve as a basis for comprehension of the problems confronting the United States in China and Japan. *28 hours.*

f. National Government of the United States.—A survey of the Federal Government. Stress is laid on its inception and bases; on citizenship and civil rights, political parties and public opinion, the process of nomination and election, the structure and powers of Congress, the Presidency, and the judiciary; and on the functions and services performed by the Government in the fields of finance, business, labor, agriculture, social security, foreign relations, and national defense. Designed to give the fundamental knowledge needed for understanding the duties and responsibilities of citizenship. *24 hours.*

g. Diplomatic History of the United States.†—Nature, origins, and development of the foreign policy of the United States from colonial times to the present. The object of the course is to give a basic understanding of the evolution of the foreign policy of the United States. *24 hours.*

h. Contemporary Foreign Governments.—A survey of the political institutions of Great Britain, France, Germany, the U. S. S. R., and Japan, plus a comprehensive view of the problems of national security and international organization. Attention is focused on the contemporary struggle between forces favorable to the development of representative government, or democracy in the Western sense, and the antidemocratic forces favorable to the development of modern dictatorship. Stress is placed upon the relationship between internal political developments and foreign policy in each of the nations studied, and attention is given to the power factor in politics. *24 hours.*

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*Given to those cadets who have passed successfully a qualifying examination in *History of Modern Europe.*

†Given to those cadets who have passed successfully a qualifying examination in *National Government of the United States.*

First (Senior) Class

Economics, Economics of National Security, and International Relations. *Associate Professor:* Lieutenant Colonel Brinker; *Assistant Professors:* Lieutenant Colonels McDermott, Turner; Major Fergusson; *Instructors:* Lieutenant Colonel Purdy; Major McDonald; Captains Desmond, Griffith, Jordan.

a. Economics.—A study of basic enonomic principles, facts, and institutions, with national income providing the unifying theme. The first part of the course is concerned with basic economic concepts, national income, business and labor organization, and the economic role of government; the second part with the determination of national income and its fluctations, and the role of savings and investments; the third part with the composition and pricing of national output. Principles of insurance and personal finance are included. *51 hours (forty-four 70-minute periods).*

b. Economics of National Security.—The allocation of national resources to the components of national security and the optimum utilization of these resources. All aspects of the economics of national security—consumption logistics, industrial mobilization, military economics of both a peacetime and a wartime economy, and the quasi-military and nonmilitary economic measures of cold war—are interrelated. The factors considered under these heads deal with manpower, raw materials, stockpiling, finance, transportation, communications, and power. Primary consideration is given to capabilities and readiness measures as regards these factors and to their conversion to and operation in a wartime economy. *24 hours (twenty 70-minute periods).*

c. International Relations.—An analysis and interrelation of the political, psychological, economic, demographic, and military factors that condition the international policies and actions of states. Contemporary international problems are studied; and the basic elements that influence a state's foreign relations and the instruments and mechanisms through which nations adjust their international policy differences are surveyed, as well as the diplomatic and organizational techniques historically and currently employed by great powers. Ideological differences and the security implications of all power relationships are discussed. The final exercise is a committee-research problem in which an important question confronting the United States is investigated and action recommended. *49 hours (forty-two 70-minute periods).*

DEPARTMENT OF TACTICS

TACTICS

Commandant of Cadets: Brig. Gen. J. H. Michaelis (Head of Department).

Aide-De-Camp: 1st Lt. R. H. Schoeneman.

Assistant Commandant: Col. H. L. Hillyard.

Brigade Staff: Executive Officer: Lt. Col. W. H. Grant; *S1:* Lt. Col. G. W. McIntyre; *Assistant:* Maj. R. L. Royem; *Personnel Officer:* WOJG J. S. Sims; *S2/S3:* Lt. Col. J. A. McChristian; *Assistants:* Lt. Col. A. G. Hayduk; Maj. L. J. Flanagan; *S4:* Lt. Col. B. L. Learman; *Assistant:* WOJG W. L. Hicks; *SSO:* Lt. Col. J. H. Meyer.

First Regiment: Commanding Officer: Col. T. B. Harrington; *Executive Officer:* Lt. Col. F. J. Kobes; *S1:* Maj. C. E. Robbs; *Company Tactical Officers:* Lt. Cols. J. B. Conmy, F. J. Kobes, E. O. Olmstead, M. T. Westbrook; Maj. C. J. Myslinski; Lt. J. E. Tingle, USN; Capts. H. O. Brennan, R. G. Conrad, W. L. Cooper, E. F. Hardin, J. D. Miley, R. B. Miller.

Second Regiment: Commanding Officer: Col. F. D. Miller; *Executive Officer:* Lt. Col. E. T. McConnell; *S1:* Lt. Col. J. B. Rose; *Company Tactical Officers:* Lt. Cols. W. F. Cathrae, G. H. Mueller, P. J. Ryan, M. Wallach; Majs. W. N. Boyles, F. B. Gervais, J. P. Kincaid, J. S. Timothy, J. B. Webel, M. J. Young; Capts. B. F. Boyd, M. H. Brewer.

Mission: 1. To supervise the administration and discipline of the corps of cadets.
2. To develop character.
3. To develop the qualities and attributes of leadership.
4. To provide a broad basic military education.
5. To develop high standards of physical fitness.

Military instruction aims at familiarization with the basic concepts of the science of tactics and provides study, practice, and orientation in the matériel, methods, and techniques of the various arms and services of the Armed Forces of the United States. With these bases the graduate has the foundation considered necessary for his continued development throughout a lifetime career in the Army or Air Force.

Fourth (Freshman) Class

a. Summer.—Basic military training in preparation for the military life. Orientation and indoctrination in duty and honor. This period is one of intensive fundamental military training, in cadet barracks, designed to prepare the new cadet to take his place in the corps when it reassembles late in August. *8 weeks.*

b. Academic Year.—A continuation of basic military training in individual techniques and in tactics and techniques of small units. Dismounted drill, map reading and terrain appreciation, military courtesy and discipline, basic weapons, squad tactics, introduction to armor, and basic techniques of conduct of fire of artillery units. *61 hours.*

Third (Sophomore) Class

a. Summer.—Instruction and practical exercises in tactics and techniques of the infantry squad, armor platoon, artillery battery; basic signal communications, combat intelligence, and map reading. Training in small arms, automatic weapons, mortars, grenades, recoilless rifles, and rocket launchers. Instruction in the techniques of motor transportation and quartermaster field units. Practical work in engineer training including mine warfare, bridging and assault operations, and logistical support operations. A continuation of the previous year's instruction in military courtesy. Emphasis is on practical work by the cadets at the Camp Buckner Training Area. *8 weeks.*

b. Academic Year.—Training in small units of the infantry, in the basic organization and uses of air force units, and in dismounted drill. *32 hours.*

Second (Junior) Class

a. Summer:

(1) Organization, capabilities, limitations, tactics, and techniques of air force and airborne units at Maxwell and Eglin Air Force Bases and Fort Bragg Air Borne Training Center. *3 weeks.*

(2) Instruction in the organization, equipment, and tactical employment of small units engaged in amphibious operations. This training is given by the Navy, Marine, Air Force, and Army personnel of the Amphibious Training Base, Little Creek, Va., and is taken by the Second Classes of the United States Naval and Military Academies. *2 weeks.*

(3) Employment, organization, and equipment of Transportation Corps units (Fort Eustis, Va.), Corps of Engineers (Fort Belvoir, Va.), Signal Corps (Fort Monmouth, N. J.), and Quartermaster Corps (Fort Lee, Va.). *12 days.*

b. Academic Year.—Instruction in dismounted drill, antiaircraft artillery, armor, medical service, and tactics and techniques of the infantry company. *43 hours.*

First (Senior) Class

a. Summer.

(1) Combined Arms trip to Air Matériel Command Headquarters at Wright-Patterson Air Force Base, Ohio; Antiaircraft Artillery and Guided Missile School at Fort Bliss, Tex.; Infantry Center at Fort Benning, Ga.; Armored Center at Fort Knox, Ky.; and the Artillery Center at Fort Sill, Okla. *2½ weeks.*

(2) Duty as administrative officers and instructors to the third class, the fourth class, or to trainees at various replacement training divisions. *5 weeks.*

b. Academic Year. Instruction in dismounted drill, artillery, armor, techniques and procedures of troop leading, organization of the Armed Forces, and general administration, and Air Force. Training visit to the Aberdeen Proving Ground and Frankford Arsenal. *86 hours.*

MILITARY PSYCHOLOGY AND LEADERSHIP

Director: Col. H. M. Exton.
Associate Director and Staff Psychologist: Dr. D. Spencer.
Assistant Directors: Lt. Cols. R. Besson, D. D. Blackburn, R. E. Jordan, K. L. Ware.
Brigade Aptitude Officer: Maj. F. J. Michaelson.
Instructors: Lt. Cols. T. T. Grady (U. S. M. C.), G. W. Taylor; Majs. R. W. DesJarlais, F. W. Reilly; Capts. J. E. Coleman, E. H. Curcuru, R. C. Heard.

Third (Sophomore) Class

Basic Psychology. Designed to give an understanding of the principles underlying individual and group human-behavior and the ways in which this knowledge can be used in the effective handling of problems in human relations. It includes a detailed consideration of psychology and scientific method, personality and individual differences, motivation, emotional behavior, frustration, conflict, adjustment, learning and conditioning, and social problems. *27 hours.*

Second (Junior) Class

Military Instructor Training.—Instruction in the personal and professional qualifications required of a good military instructor. Emphasis is on practical application in supervised presentations by each cadet of a lecture, a military lesson, critiques, and impromptu presentations. Opportunity is provided to use public address systems and to speak from the stage of the Army Theater. Included also are certain principles of educational psychology: methods and procedures for effecting desired training, including preparation by the instructor; methods of presentation; techniques of applying information and skills; purposes and types of examinations; procedures of conducting critiques; techniques of supervision of instruction; and selection and construction of training aids. *45 hours.*

First (Senior) Class

Leadership in the Service.—The principles of psychology as applied to military management, and military personnel management, leading to a detailed study of the principles and techniques of leadership, with particular emphasis on the problems encountered by the newly commissioned officer. *51 hours.*

PHYSICAL EDUCATION

Director: Col. E. A. Machen.
Assistant to the Director: Dr. L. O. Appleton.
Instructors: Lt. Col. J. B. Cobb (Executive Officer); Maj. J. B. Hollis; Capts. J. B. Giles, R. L. Gruenther; Messrs. R. M. Bruce, J. B. Kress, H. J. Kroeten, W. F. Lewis, G. W. Linck, T. E. Maloney, J. M. Palone, R. E. Sorge, T. F. Triol.

Fourth (Freshman) Class

a. Summer.

(1) Conditioning exercises. *7 hours.*

(2) Athletics, including speedball, softball, swimming, touch football, and volleyball. *25 hours.*

b. Academic Year. Instructional classes for developing basic physical and recreational skills. Twenty-four lessons in each subject: boxing, apparatus, swimming, and wrestling. *93 hours (one hundred and twenty-three 45-minute periods).*

In the spring, instruction is held out-of-doors. Ten attendances each are required in golf and tennis.

Third (Sophomore) Class

The development of advanced physical skills and the enlargement of the repertory of individual sports. Volleyball, unarmed combat, and basketball; swimming, or squash or handball. *30 hours.*

Second (Junior) Class

Instructor training in preparation for leading an army physical education program. The command voice, leadership of conditioning exercises; and coaching techniques in the following sports: basketball, boxing, water polo, cross country, golf, football, lacrosse, track, swimming, softball, soccer and wrestling. The study of coaching techniques prepares the second classmen for their duties as intramural coaches and officials during their First Class year. *21 hours.*

First (Senior) Class

Introduction to service-physical training and athletics, physical training program, sports program, athletic equipment and facilities, physiology of exercise, physical training and athletics in special situations. Designed to prepare for administration of army athletic programs. *9 hours.*

INTRAMURAL ATHLETICS

Intramural athletics at West Point are a specific part of the physical education program. With the exception of the voluntary winter intramural program they are compulsory for all cadets not currently members of intercollegiate squads. Their purpose is to provide a broad experience in sports competition and, in addition, for First Classmen, experience in organization, coaching, and officiating in competitive sports.

Each cadet company provides a team in each sport, the company program being organized by a cadet athletic director. Teams compete twice weekly during each season under the leadership of trained First Classmen. Strict eligibility requirements permit cadets to participate only one season in a sport, prohibit cadets with intercollegiate squad experience from playing the sport in which they have been so trained, and require that each cadet on a squad participate for a specified length of time in each team contest or in a specified number of events or matches in individual contests.

All special sports equipment, including uniforms and team supplies, is furnished free to cadets.

The following is the annual schedule of intramural athletics:

Fall: 20 attendances (compulsory) in football, golf, lacrosse, or track;

Winter: 16 attendances (voluntary) in basketball, boxing, handball, squash, swimming, wrestling, or volleyball;

Spring: 16 attendances (compulsory) in cross country, golf, softball, tennis, soccer, or water polo;

Summer: 20 attendances (compulsory for Third Class only) in basketball, softball, skeet, swimming, tennis, touch football, volleyball, golf, or canoeing.

West Point from the East Bank of the Hudson

PROGRAM OF STUDIES IN NATIONAL SECURITY

This program was initiated at the Military Academy to keep pace with the problem of the national security of the United States in the post-World War II era. To understand that problem an officer of the Armed Forces must comprehend the political, economic, psychological, moral, and military components that go to make up the complex substance of our national security. He likewise must see clearly that the Armed Forces are a unified team operating under the Department of Defense, thoroughly coordinated with other government agencies, and deriving power from the economic, political, and moral strength of our country. Educating an officer to grasp completely these complexities of national security is a process beginning in his earliest undergraduate days and proceeding through all his schooling—undergraduate and post-graduate, military and civilian. The Military Academy, as an undergraduate school, gives him the foundation.

The program emphasizes that the military aspect of national security is the responsibility of a single federal department, it gives due attention to the roles of all arms and to the interdependence of the military agencies and all other elements of national life.

The departments directly charged with carrying out this program are Tactics, particularly through those of its courses that deal with the Department of Defense and with the Navy, the Air Force, and the civilian components of the Armed Forces; Social Sciences, through all its courses; Military Art and Engineering, through its course in the History of Military Art; and Ordnance, through its coverage of the broad military technological aspects of national security. Wherever pertinent, other departments emphasize the unified Armed Forces point of view and the relation of national security to the material being taught.

The purpose of the program is to inculcate in the students the following essentials:

a. An awareness of the major problems, internal and international, affecting the security of the nation;

b. An understanding of the relation between military preparedness and the other components that make up the problem of total national security, with particular recognition that "national defense is not the exclusive property and concern of men in uniform, but the responsibility as well of labor, management, agriculture, industry, and every group that goes to make up the national complex" (Gen. Dwight D. Eisenhower, *Final Report of the Chief of Staff, 1948*);

c. An appreciation of the role of science in preparedness and of the technological aspects of modern warfare;

d. A realization of responsibility toward the national economy on which the expense of modern defense measures has such a heavy impact; and of the crucial significance, in terms of security, of a healthy national economy;

e. A firm grasp of the place of the military establishment in the framework of our government and of our democratic society;

f. An understanding of the roles of the separate agencies of an integrated Department of Defense;

g. An understanding of the concept of the Department of Defense as an integrated instrument of defense and a realization of the teamwork that must exist among the services if they are to complement each other in carrying out their joint and separate missions;

h. A motivation of lifetime service to the country as officers in its unified armed forces.

A committee of the heads of the departments of Social Sciences, Military Art and Engineering, Ordnance, and Tactics, and acting under the direction of the Academic Board, is charged with supervising and coordinating the program.

The concept and content of the program are in accord with the conclusions concerning this area of instruction as expressed in the report of January 1950 of the Service Academy Board to the Secretary of Defense.

THE APTITUDE SYSTEM

Since the over-all mission of the Military Academy is the development of officer-leaders for the Armed Forces, it is necessary to measure the leadership qualities of cadets and give them individual guidance. To effect these purposes the aptitude-for-the-service system was begun with the objectives of (1) determining those cadets who possess outstanding ability and deserve positions of responsibility within the Corps; (2) identifying those cadets who are weak in qualities of leadership and determining their specific weaknesses in order to give them help in attaining the standards of the Corps; and (3) providing an impartial hearing for any cadet who, after receiving special assistance over a reasonable period of time, appears to be unable to meet the requirements of the Corps or who seems to be misplaced in the military profession and must therefore be considered for separation from the Academy. A subordinate purpose achieved in the gaining of the first and second objectives is that of giving the cadets experience in evaluating men on the basis of leadership qualities—something they will do throughout their professional careers.

The accomplishment of the first of these objectives requires the following procedure. The initial step is to have a cadet rate his own classmates in his company (a cadet company consists of about 100 men drawn in equal number from the first, second, third, and fourth classes) in the order of what he thinks is their relative leadership ability within their own group. That is, a first classman rates the leadership ability of the other first classmen in his company in relation to the company group of first classmen, a second classman rates the other second classmen, etc. The next step is to have the cadet rate the members of the other classes in his company in the same way; if, for example, he is a second classman he rates each *first* classman in terms of his company's group of *first* classmen; each *third* classman in terms of his company's group of *third* classmen; and each *fourth* classman in terms of his company's group of *fourth* classmen.

The traits and characteristics which enter into the rating are varied. Such factors as intelligence, personality, temperament, physique, and any special abilities influence the impression which a cadet creates among his fellows. But evidence shows that within a cadet company there is consistent agreement as to who belongs in the top and bottom quarter of the company.

All ratings made by a cadet of his fellows, as well as the rankings and any comments he in turn receives from them, are held in strict confidence. The utmost care is taken to prevent disclosures which might prejudice future ratings. Neither a cadet nor his parents are ever informed of his numerical standing beyond the fact that he is satisfactory in aptitude for the service or that he is in "Group E" in aptitude—Group E comprising the bottom 7 percent of a class. Being ranked in Group E indicates marginal or doubtful leadership potential and is rightly a cause for some concern to cadets and parents alike. This group of cadets receives the most careful study.

Before going into detail about the second and third objectives of the system, a few words about two of the more important agents of the system. The first is the Company Tactical Officer. He is a carefully selected officer who has proved his leadership ability in the Armed Forces. One of his principal responsibilities is to know intimately all the cadets of his company, for whom he serves as adviser. He studies all members of his company closely in order to have an authoritative opinion of their worth as potential officers. He has frequent informal interviews with them in order to discuss their problems, appraise their performance, and guide their progress. He rates each cadet in his company on aptitude for the service. Since his judgment is based not only on his understanding of cadets but also upon his experience with officers in the service, his ratings are given a weight of one-third in the final rating of the cadets in his company. (The cadet ratings make up the other two-thirds.) He is always willing to correspond with parents—or, preferably, to arrange personal interviews with them—to discuss the reasons for the ratings their sons have received.

A second important agent is the Staff Psychologist, who is available to the Tactical Officer for professional advice on guidance activities and who works closely with the Tactical Officers. The Staff Psychologist is likewise available to every cadet in the Corps for advice or help on any personal problem.

In achieving the second objective of the aptitude system—helping those cadets who have been found weak in leadership qualities—the Tactical Officer plays a vital part. He has available and draws on numerous sources of information in order to determine what guidance is indicated in the case of any particular cadet. Combining this information with his own observations, the Tactical Officer usually can determine the reasons for a cadet's low standing in the ratings. Through interviews and coaching the Tactical Officer attempts to help a cadet improve himself as a leader and, at the same time, tries to help him develop insights concerning the causes for his rating. Here he has much help from the Staff Psychologist.

In meeting the third objective of the aptitude system—to provide an impartial hearing for a cadet deficient in aptitude to determine if he should be separated—a great deal of time and study is spent. The official basis for recommendation of separation because of lack of aptitude deficiency is in paragraph 9.08, Regulations for the United States Military Academy:

> 9.08 DEFICIENCY IN APTITUDE FOR THE SERVICE.—If any cadet, as determined by periodic ratings, shall be found lacking in Aptitude for the Service, he shall be reported to the Academic Board by the Super-

> intendent for such deficiency, and the Board shall act upon the deficiency as in a case of deficiency in studies.
>
> If the Academic Board recommends separation from the Academy for such deficiency, a full report of the facts shall be made to the Department of the Army for final action.
>
> Cadets recommended under this provision for discharge at any time during the 6 months period just prior to the date of graduation of their class shall normally be permitted to graduate, provided they are otherwise qualified, and shall then be honorably discharged without commission.

If a cadet is found to be unable to profit from the counsel and guidance offered him, his records, along with a letter of evaluation and recommendation from his Tactical Officer, are carefully studied by a board of impartial officers. If the board finds that real doubt exists about the desirability of keeping the cadet in the service, the case is referred to a Regimental Aptitude Board consisting of senior officers who again study the case with great thoroughness. If declared deficient by this Board a cadet will be placed in a conditioned status until the next rating period, when he meets the Brigade Aptitude Board. This board may recommend that the condition be removed or it may find him still deficient and recommend that he be separated. The Commandant of Cadets forwards the report on the case to the Superintendent for review by the Academic Board. The final approval of the Secretary of the Army is necessary in cases involving separation.

A cadet whose condition has once been removed will go before a board to be considered for discharge if, at any subsequent rating period, he is again considered as being below the minimum standard in aptitude for the service.

Except in extreme cases no cadet is recommended for separation for deficiency in aptitude without having spent a period in a conditioned status at sometime during his cadet career.

It should be noticed in passing that the military profession is a highly specialized one, requiring attributes differing in quality and degree from the requirements of many civilian callings. A young man may be inapt for the military service and yet have great promise for a number of other professions. The aptitude system protects a cadet from entering on a career for which he is not qualified and from which he would probably receive little satisfaction. At the same time, the system provides all cadets with the means of developing their leadership potential.

It is the earnest desire of the Superintendent that cadets and their parents understand fully the aptitude system.

LECTURE PROGRAM, 1951–52

Lectures sponsored by various activities at the Academy are supervised by the General Lecture Committee. For the academic year 1951–52, 60 lectures were given by visiting speakers. The academic work of the attending class or classes was in almost every case coordinated with the subject of the lecture. A list of these lectures follows:

Sesquicentennial Series

Lecturer and Subject	*Class*
DR. HENRY N. WRISTON President, Brown University Subject: *The Role of Higher Education in Furthering the Security of the Nation*	First. Second.
ERWIN D. CANHAM Editor of The Christian Science Monitor Subject: *The Role of the Press and Other Media of Communication in Furthering the Security of the Nation*	First. Second.
PHILIP D. REED Chairman of the Board, General Electric Company Subject: *The Role of Business and Industry in Furthering the Security of the Nation*	First. Second.
GENERAL OF THE ARMY OMAR N. BRADLEY Chairman of the Joint Chiefs of Staff Subject: *The Impact of Modern Technology on the Front-line Combat Team*	First. Second. Third.
LT. GEN. ALFRED M. GRUENTHER Chief of Staff, SHAPE Subject: *The Mission of SHAPE and NATO in Furthering the Security of the Free World*	First. Second.

Special Lectures

KERMIT ROOSEVELT MEMORIAL LECTURE

Lecturer and Subject	*Class*
FIELD MARSHAL SIR WILLIAM J. SLIM Imperial General Staff, British War Office Subject: *Leadership*	First. Second.

DEPARTMENT OF ENGLISH

Lecturer and Subject *Class*

Gilbert Highet
Anthon Professor of Latin Language and Literature, Columbia University
Subject: *The Migration of Ideas*.................. Third. Fourth.

Dr. Henry S. Canby
Chairman, Board of Directors, Saturday Review of Literature
Subject: *War and Literature*..................... Fourth.

C. Lombardi Barber
Associate Professor of English, Amherst College
Subject: *Hamlet*............................... Third.

DEPARTMENT OF FOREIGN LANGUAGES

M. Jacques Habert
Professor of History, French Lycée, New York
Subject: *La Jeunesse Française D'Aujourd'hui*.... Third.

Major G. Brocken
French Delegation, Military Staff Commission, United Nations
Subject: *La deuxième division d'infanterie marocaine pendant la campagne d'Italie, 1943–44*......... Third.

Count Jean de Lagarde
Consul General of France in New York
Subject: *L'évolution de la politique étrangère de la France depuis la deuxième guerre mondiale*...... Third.

DEPARTMENT OF MATHEMATICS

W. F. Friedman
Consultant to Armed Forces Security Agency
Subjects: *A Cryptologist Looks at Literature*....... Fourth. (upper sections)
The Influence of Cryptologic Power on History............................ Third.

DEPARTMENT OF MECHANICS

R. S. Wetmiler
Engineer, The Texas Company
Subject: *Practical Thermodynamics of Automobiles*.. Second.

Dr. J. P. Den Hartog
Professor of Mechanical Engineering, Massachusetts Institute of Technology
Subject: *Mechanical Vibrations*................... Second.

DEPARTMENT OF MECHANICS—Continued

Lecturer and Subject — *Class*

Col. A. M. P. Apmann
General Electric Company
Subject: *Heat Pumps* .... Second.

DEPARTMENT OF MILITARY HYGIENE

Lt. Col. C. F. Vorderbruegge, MC
Armed Forces Institute of Pathology, Washington, D. C.
Subject: *Anatomy and Physiology* .... Third.

Dr. J. E. Gordon
Professor of Preventive Medicine and Epidemiology, Harvard University School of Public Health
Subject: *Development and Spread of Communicable Diseases* .... Third.
Part I—Nature of Infection
Part II—Control of Communicable Diseases
Part III—Application of Control of Communicable Diseases

Col. J. M. Caldwell, MC
Chief, Psychiatry and Neurology Consultants Division, Office of The Surgeon General
Subject: *Psychiatry* .... Third.

Dr. E. A. Strecker
Professor of Psychiatry, University of Pennsylvania
Subject: *Alcohol and Drugs* .... Third.

DEPARTMENT OF MILITARY TOPOGRAPHY AND GRAPHICS

Lt. Col. Ricardo Wallace
Army Map Service
Subject: *Operation of the Army Map Service* .... Third.

Robert R. Coles
Curator, Hayden Planetarium, New York
Subject: *Descriptive Astronomy* .... Third.

DEPARTMENT OF ORDNANCE

Col. A. C. Wells
Office Chief of Ordnance, USA
Subject: *Proximity Fuzes* .... First.

Capt. J. E. St. Lawrence
Office Chief of Ordnance, USA
Subject: *Captured Enemy Matériel* .... First.

Col. J. F. Thorlin
Office Chief of Ordnance, USA
Subject: *Tank Development Program* .... First.

Lecturer and Subject	*Class*
Col. Miles Chatfield Springfield Armory Subject: *Small Arms Development Program*	First.
Col. W. A. Call Detroit Arsenal Subject: *Influence of Ease of Maintenance and Other Factors on Final Design*	First.
John L. Young and Steven Findlater United States Steel Corporation Subject: *Super Gun Forging Mill*	First.
Brig. Gen. Merle Davis Office, Chief of Ordnance, USA Subject: *New Methods of Ammunition Production*	First.
Col. G. F. Blunda Armed Forces Special Weapons Project Subject: *Terminal Ballistic Effects of Atomic Weapons.*	First.
Col. W. B. Kieffer Armed Forces Special Weapons Subject: *Characteristics of Atomic Weapons*	First.
Brig. Gen. Georges F. Doriot Harvard School of Business Administration Subject: *Relationship Between Armed Forces and Industry*	First.
Lt. Col. J. P. Hamill Office Chief of Ordnance, USA Subject: *Army Development Program for Guided Missiles*	First.
Brig. Gen. E. L. Cummings and Col. J. A. Barclay Office Chief of Ordnance, USA Subject: Panel Discussion—*Army Ordnance Research, Development and Manufacture*	First. (158 members)
Brig. Gens. Urban Niblo and J. H. Hinrichs Office Chief of Ordnance, USA Subject: Panel Discussion—*Ordnance Field Service Activities*	First. (158 members)
Capt. James M. Robinson and Cmdr. Vincent P. De Poix Bureau of Ordnance, USN Subject: Panel Discussion—*Ordnance Activities of Bureau of Ordnance, U. S. Navy*	First. (158 members)
Brig. Gen. Leighton I. Davis and Lt. Col. Linus F. Upson, Jr. Subject: Panel Discussion—*Armament Activities in the Air Force*	First. (158 members)

Lecturer and Subject	*Class*
Dr. H. P. Robertson Weapons Systems Evaluation Group, Office of the Secretary of Defense Subject: *Weapons Systems Evaluation*	First.

DEPARTMENT OF PHYSICS AND CHEMISTRY

Cmdr. E. L. Beach Commanding Officer, U. S. S. Trigger Subject: *Some Scientific Aspects of Modern Submarining*	Third.

DEPARTMENT OF SOCIAL SCIENCES

R. V. Rosa Federal Reserve Bank of New York Subject: *The Federal Reserve System*	First.
Dr. P. A. Samuelson Massachusetts Institute of Technology Subject: *The Black Art of Economic Forecasting*	First.
Lord Balfour of Inchrye Member of Parliament Subject: *The Place of the British Commonwealth in the Free World*	First. Second.
Col. Lawrence E. Schick Professor of Military Topography and Graphics, USMA Subject: *U. S. Military Government in Korea in 1945*	First.
Edwin M. Wright U. S. Department of State Subject: *The Middle East*	First.
Congressman O. K. Armstrong Representative from Missouri Subject: *Congressional Reforms*	Second.
Professor John N. Hazard Columbia University Subject: *The Development of Legal Concepts in the Soviet Union*	Second.

DEPARTMENT OF TACTICS

Capt. L. Millett, Lt. S. T. Adams, M/Sgt. E. R. Kouma Holders of the Medal of Honor Subject: *Leadership*	All Classes.

Lecturer and Subject	*Class*
Dr. R. F. Hefferline Professor of Psychology, Columbia University Subject: *Summary of Course in General Psychology*	Third.
Maj. Gen. Hugh M. Milton, III Executive for Reserve and ROTC Affairs, Department of the Army Subject: *ROTC Affairs*	First.
Maj. Gen. R. H. Fleming Chief, National Guard Bureau, Department of the Army Subject: *National Guard Affairs*	First.
Lt. Col. W. C. Moore Chief, Combat Plans Organization and Training Section, Eastern Air Defense Force Subject: *Air Defense of Continental United States*	First.
Lt. Gen. John R. Hodge Commanding General, Third Army Subject: *Military Management*	First.
Maj. Gen. L. B. Hershey Director, Selective Service System Subject: *Personnel Management*	First.
C. P. McCormick President, McCormick & Company Subject: *Personnel Management in Industry*	First.
Lt. Gen. A. C. McAuliffe Asst. Chief of Staff, Department of the Army Personnel Subject: *Personnel Management in the Army*	First.
Lt. Gen. Maxwell D. Taylor Asst. Chief of Staff, Operations and Administration, Department of the Army Subject: *Leading the American Soldier*	First.
Dr. Douglas S. Freeman Historian Subject: *Leadership*	First.
Cmdr. R. A. Noe and Lt. Col. Alexander Special Devices Center, Port Washington, New York Subject: *Army Participation in Special Devices*	First.
Capts. English, Powers, Leneten, Yancey; Lts. Friedlander, and Genuario Subject: *Combat Leadership Panel*	First.

SPECIAL EDUCATIONAL ACTIVITIES

In collaboration with the Carnegie Corporation of New York, West Point in 1949 sponsored a Student Conference on United States Affairs. A second conference, with the same sponsorship, was held in 1950; a third in 1951; a fourth in 1952; and a fifth is planned for 1953. The Cadet Debate Council administers these conferences and acts as host. The purposes of these conferences are (1) to contribute to the education of the participants, (2) to test at the undergraduate level the methods of a faculty-level conference, and (3) to bring about interchange of ideas between cadets and their collegiate contemporaries.

Representative students from more than fifty colleges and universities, and approximately thirty senior individuals from college faculties and government, attended each of the first three conferences. In addition to the cadets actually participating in conference discussions, one or more classes of the Military Academy were present at the principal conference speeches.

FIRST STUDENT CONFERENCE: U. S. FOREIGN AFFAIRS IN EUROPE 30 NOVEMBER–3 DECEMBER 1949

Lecturer and Subject

REAR ADM. ARTHUR C. DAVIS, USN
Director, The Joint Staff
Subject: *Security Aspect of U. S. Affairs*

MR. PAUL HOFFMAN
Administrator, ECA
Subject: *Economic Aspect of U. S. Affairs*

DR. GRAYSON KIRK
Provost, Columbia University
Subject: *Political Aspect of U. S. Affairs*

THE HONORABLE DEAN RUSK
Deputy Under Secretary of State
Subject: *U. S. Foreign Policy in the 1950 Decade*

SECOND STUDENT CONFERENCE: THE FAR EASTERN POLICY OF THE U. S. 6–9 DECEMBER 1950

LT. GEN. ALFRED M. GRUENTHER
Deputy Chief of Staff, U. S. Army
Subject: *Security Problems of the U. S. in the Far East*

DR. EDWARD M. EARLE
Institute for Advanced Study, Princeton, N. J.
Subject: *Economic and Political Problems of the U. S. in the Far East*

DR. JOSEPH E. JOHNSON
President, Carnegie Endowment for International Peace
Subject: *Integration of Global and Far Eastern Foreign Policy*

THIRD STUDENT CONFERENCE: U. S. POLICY FOR THE RIMLAND OF EUROPE. 5–8 DECEMBER 1951

LT. GEN. CHARLES L. BOLTE, USA
Deputy Chief of Staff for Plans, U. S. Army
Subject: *The Security Problem of the U. S. Policy for the Rimland of Europe*

Lecturer and Subject

DR. GRAYSON L. KIRK
  Provost of Columbia University
  Subject: *The Economic and Political Aspects of the U. S. Policy for the Rimland of Europe*

DR. WILLIAM Y. ELLIOTT
  Professor of History and Political Science, Harvard University
  Subject: *U. S. Interests in the Rimland of Europe*

FOURTH STUDENT CONFERENCE: A U. S. POLICY AGAINST SOVIET COMMUNISM. 3–6 DECEMBER 1952

LT. GEN. LYMAN L. LEMNITZER
  Deputy Chief of Staff for Plans and Research, USA
  Subject: *The Nature of the Soviet Threat to the United States and the Free World*

DR. HARDY C. DILLARD
  Professor of Law, University of Virginia
  Subject: *Arresting the Soviet Threat—Nonmilitary Factors*

MR. EDWIN M. WRIGHT
  U. S. Department of State
  Subject: *Action and Interaction Between the Western World and Asia*

WEST POINT CADET FORUM

This organization, established in January 1950 as a part of the Cadet Debate Council, is financed by cadet contributions. Lecturers speak at an afternoon session open to cadets and Post personnel, and at an evening discussion session open only to Forum members. The following lecturers addressed the Forum during the academic year 1951–52:

THE HONORABLE R. P. PATTERSON
  Former Secretary of War
  Subject: *Progress in National Military Policy*

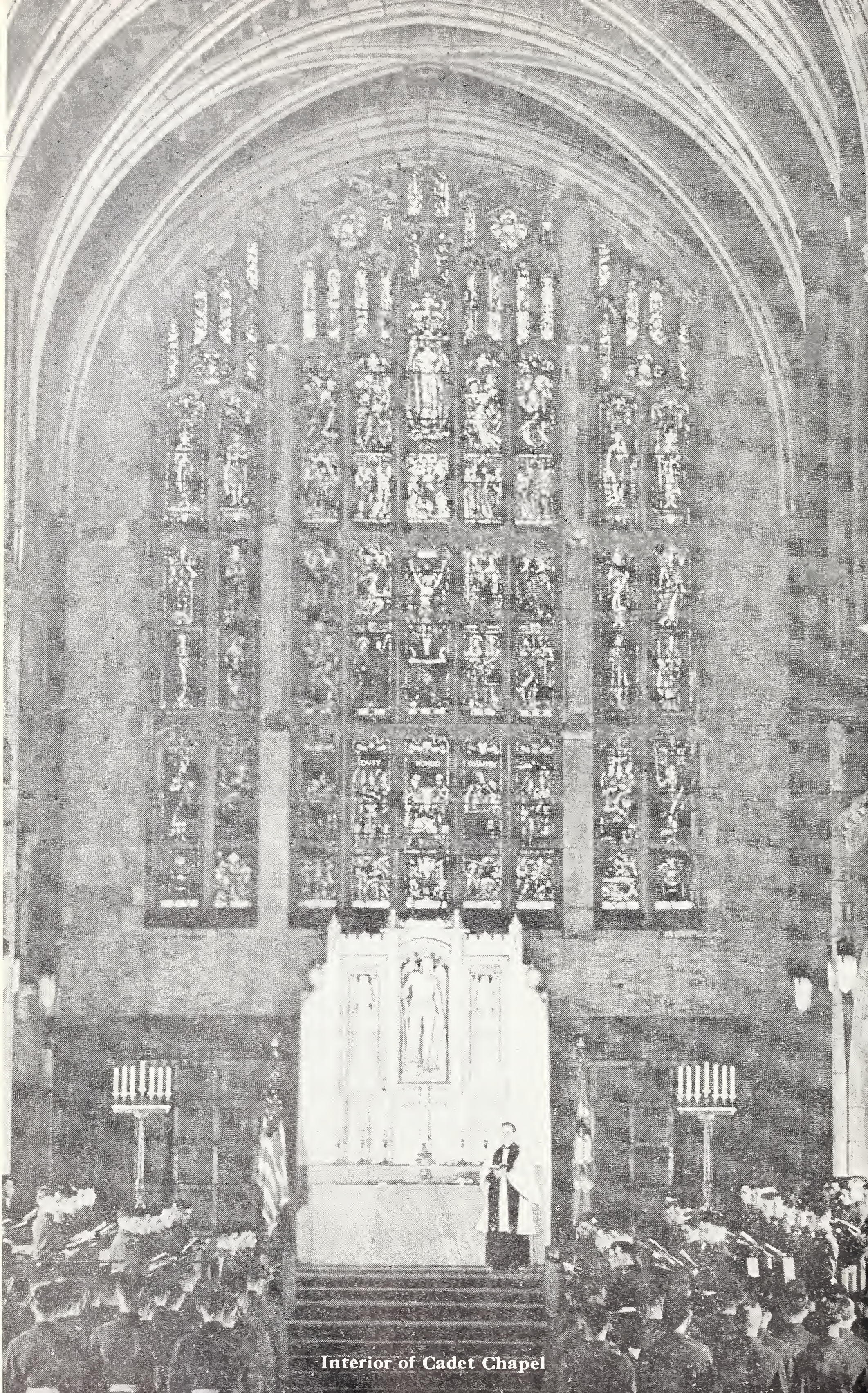
PROFESSOR BRUCE C. HOPPER
  Professor of Political Science, Harvard University
  Subject: *Crisis Men*

PROFESSOR FRANK TANNENBAUM
  Professor of Latin American History, Columbia University
  Subject: *Latin America and the United States: The Historical Basis for a Common Policy*

FIRUZ KAZEMZADEH
  Consultant, U. S. Department of State
  Subject: *Iran and the Middle East*

THE REVEREND A. F. DEMPSEY
  Former Missionary in China
  Subject: *Communism in China*

DR. DEXTER PERKINS
  Professor, University of Rochester
  Subject: *Military Statesmanship and American Foreign Policy*


DUTY
HONOR
COUNTRY

Interior of Cadet Chapel

RELIGION

Chaplain, U. S. M. A.: Frank E. Pulley, Graduate in Divinity.
Assistant Chaplain, Cadet Chapel: Alan G. Gripe, B. D.
Post and Regimental Chaplain: Maj. Walter G. McLeod, C. H., B. A., B. D.
Cadet Chapel Organist and Choirmaster: Mr. Frederick C. Mayer.

Protestant

Protestant services are held in the Cadet Chapel during the academic year and out-of-doors during the summer months. Three services are held every Sunday in the academic year; the third is a service of the Holy Communion. On the first two Sundays of the month the earliest service is also a service of the Holy Communion. Members of all Christian churches are welcome at the Communion Table. Throughout Lent, daily services are held in the Chaplain's office. The two regiments of cadets alternate in their attendance at the nine o'clock, or earliest, service and the eleven o'clock, or second, service. The form of worship is non-denominational in character, and follows a procedure approved by the larger Protestant communions. A cadet choir of 170 voices takes part in the Cadet Chapel services.

Catholic

Catholic cadets attend Mass at Holy Trinity Chapel on the post. The Chapel is served by two priests in residence. Confessions are heard on Saturdays and as desired. Catholic members of the two cadet regiments alternate in attending the 8 and 10 a. m. Masses in order to facilitate frequent reception of Holy Communion. A cadet Catholic choir renders music for High Masses and all other ceremonies. Daily Mass is celebrated at 0615 and 0700 throughout the year.

Jewish

Jewish services are held in the Old Cadet Chapel every Sunday at 8 a. m. A visiting Rabbi officiates. Services are held also on the various Jewish holy days and festivals. A cadet choir takes part. The Rabbi is at the Academy from Saturday noon until Sunday noon.

THE LIBRARY

Librarian: Col. William J. Morton, Jr., B. S., Certificate d'Études Françaises, University of Geneva. Switzerland.

Associate Librarian: Mary L. Samson, B. A., B. L. S.

Historian and Archivist: Sidney Forman, B. S., Ph. D.

Cataloguer: Louise V. Horobin, Special Library Course, New York Public Library.

Reference Librarian: Thelma E. Bedell, B. A.

Assistant Librarians: Anna E. Pierce, B. S., New York State School Librarian's Certificate; Irene Feith, B. A.

Library Assistants: Beatrice B. Burner, B. A., Frances W. Lewis, Marion B. Weller.

The library contains about 142,000 accessioned books, exclusive of those in the thirteen departmental libraries. The main library collection is housed in a gray stone Tudor building designed by Major Richard Delafield in 1841, and in a large first-floor room of the adjacent East Academic Building.

The first library at the Military Academy was the library of the Corps of Invalids. This Corps, made up of wounded officers and men of the Revolutionary War, was so named and sent by Washington to Philadelphia in 1778. Two years later some of its members were ordered to West Point where they taught and trained recruits. The Continental Congress decreed that each of these officers contribute one day's pay a month for the purchase of books; apparently a sizable collection was the result, for on a map of West Point dated 1780, drawn by a French officer and reproduced by Barbé-Marbois in his *Complot d'Arnold*, a building marked "Library" is shown. No record exists of what happened to this first Library, but it is probable that a few of the volumes from it are in the present collection.

We do know that the teachers from the Corps of Invalids were released and their classes discontinued about 1784 and that from then to 1794 West Point was only a garrison site. In the latter year a school of military instruction was established; in 1802 the Military Academy was founded. And it is likely that the books remaining from the earlier schools became the nucleus of the library of the new Military Academy.

Evidently these books were few. Colonel Jonathan Williams, the first Superintendent, found it necessary to make his personal library available to officers and cadets; and since Colonel Williams, a grandnephew of Benjamin Franklin, had inherited Franklin's library we know that instruction at the Military Academy in its earliest years was based in part on Franklin's books.

The first important additions to the library were in 1815 when Major Sylvanus Thayer, Superintendent, 1817–1833, on an official trip to

Europe was authorized by Secretary of War James Monroe to use this opportunity to buy military, scientific, and engineering works for the Military Academy. Major Thayer bought about 1,000 volumes. Room for these was provided in the Academy building, opened that same year. Further purchases from Europe, principally France and England, were made regularly until after the middle of the century.

The Academy building burned in 1838; in 1841 the library was given space in a new building designed to house the Astronomical Observatory, Post Headquarters, and the Department of Natural and Experimental Philosophy. About 1900 the interior of this building was extensively remodeled to adapt it to library purposes alone.

The library is similar to that of a liberal arts college, save that it contains a large proportion of mathematical, scientific, and technical works, and has a very complete military section. The collection of standard literary works is good; and that of eighteenth- and nineteenth-century periodicals is unusually representative.

The manuscript and archival collection is extensive, and deals principally, though by no means exclusively, with the United States Army, the Military Academy, and persons of the military profession. Typical examples are the Sylvanus Thayer papers; the Joseph G. Swift papers; the Journal and Notes of Captain John G. Bourke; and the twenty-eight bound volumes of Colonel Wirt Robinson's manuscript journals that contain much original observation of the flora and fauna of the United States, Central America, and the West Indies. The collection of early American military art imprints is unique.

The library is rich in both original and secondary sources dealing with the history of the Hudson Highlands. In particular, there is a large collection of early nineteenth century prints, drawings, and watercolors picturing West Point and the immediate vicinity.

A celebrated collection of ten portraits by Thomas Sully is housed in the library. The best known are those of Thomas Jefferson, James Monroe, and Jonathan Williams, all painted from life expressly for the Military Academy. An original portrait of George Washington by Gilbert Stuart, and one of General Winfield Scott by Robert W. Weir are worthy of note. Mention should be made likewise of the Edgar Allan Poe Memorial Doorway and of the James McNeill Whistler Memorial Plaque, both of white marble. Near the Plaque are hung a number of sketches done by Whistler in his cadet days.

The facilities of the library are available to research scholars and writers. It is open from 8:30 a. m. to 6 p. m., and from 7:15 p. m. to 9:15 p. m. daily; from 2 p. m. to 6 p. m., and from 7:15 p. m. to 9:15 p. m. on Sundays and holidays. Visitors are always welcome.

THE WEST POINT MUSEUM

Director of the Museum: COL. DONALD R. MATHESON, B. S., M. A.
Curator: GERALD C. STOWE, B. S.
Assistant Curator: ARTHUR R. COLLIER, B. A., M. S.

The large and valuable collections of the West Point Museum are displayed in several halls on the second and third floors of the northwest corner of the Administration Building. The story of the beginning and growth of these collections is almost a brief history of the United States from the Revolution to the present.

The beginning was in 1777. After the battle of Saratoga in October of that year, much of the ordnance captured from Burgoyne was sent to West Point to be held there as a war reserve. A little later, part of the famous Great Chain that had been stretched across the Hudson at West Point to bar navigation of the river to British men-of-war was stored at the Point. In the course of the next few years two 6-pounder brass guns, or "grasshoppers," captured by Major General Nathanael Greene in his campaign against the British in the Carolinas, and several guns taken by "Mad Anthony" Wayne at Stony Point on 15 July 1779 were added. At the close of the Revolution Major George Fleming, with the designation of Ordnance and Military Storekeeper, was placed in charge of this small arsenal. He held his post until several years after the founding of the Military Academy in 1802.

During the first half of the nineteenth century the custom of sending trophies of war and objects of historic interest to the Military Academy grew slowly. In 1843, for example, John C. Spencer, Secretary of the Treasury, presented West Point with a brass culverin 6-pounder that had been given to the Continental Congress many years before by General Lafayette. And after the close of the Mexican War in 1847 General Winfield Scott sent numbers of captured flags, cannon, and other war trophies to the Military Academy. For lack of adequate housing some of these were displayed by various departments and the library; others were stored.

In 1848 when Secretary of War Marcy directed in the President's name that West Point be the "depository of the trophies of the successful victory of our arms in Mexico," a great number of items were sent to the Academy for safekeeping and display. The authorities saw that permanent provision had to be made for the ever-growing collections, and in 1854 they officially created the *Ordnance and Artillery Museum*, established it on the third floor of the Academy—a building erected in 1838 on the ground of the present West Academic Building—and placed it in charge of the Instructor of Artillery. Here were displayed most of the collections; the Great Chain and cannon, however, were grouped around the flagpole at Trophy Point, and the captured flags of the Revolution and the Mexican War were placed in what is now called the Old Chapel.

From then on the Museum grew rapidly. The Civil War, the Indian Wars, the Spanish-American War, and World Wars I and II contributed much: ordnance from the Civil War, relics of all kinds from the Indian Wars, and native relics from the Philippine Islands as a result of the Spanish-American War. The richness of the collections can only be indicated. The collection of automatic weapons, for instance, from the volley guns of the Civil War to the machine guns of World War II, shows step by step the development of the principle of rapid fire; and the scale models of artillery weapons illustrate the growth of mobile cannon and their carriages, and coast artillery. Of especial note from World War I are the French 75 millimeter cannon used in the first round fired against the Germans by American artillerists. From World War II are Yamashita's saber, Mussolini's fascist hat and his decorations, and Göring's silver-framed guest book and his diamond-studded marshal's baton. Displayed in prominence and honor are the flag of General Eisenhower's Supreme Headquarters, and the Legion of Honor and Croix de Guerre awarded by the Republic of France to the United States Military Academy in 1949. When the new Administration Building was erected in 1909, the Museum was moved to its present and larger quarters. But so much new material is constantly being acquired that a growing number of items must be stored.

Because the Museum had long ceased to have any particular relation to the Department of Ordnance and had, in fact, become an historical Museum, it was given independent status in 1942. Closed during the war it was reopened in 1946 with an officer detailed as Director.

In 1948 supervision over the Fine Arts Collections of West Point was added to the responsibilities of the Museum staff. A few of the paintings and other art objects may be seen in the Museum proper; by far the greater number are displayed in the Library, Cullum Hall, Washington Hall, and Grant Hall.

The Museum serves a vital need in the life of the Military Academy. It is an invaluable supplement to the cadet's education; it serves as a national depository for objects of historic interest and veneration; and it stimulates general interest in the long and honorable history of the Armed Forces of our country. Instructors and cadets are encouraged to borrow objects from the Museum that may enhance instruction or recitation in academic or military subjects.

The Museum is open to visitors on Mondays through Saturdays from 10:30 a. m. to 4:30 p. m.; on Sundays and Holidays from 1:00 p. m. to 4:30 p. m.

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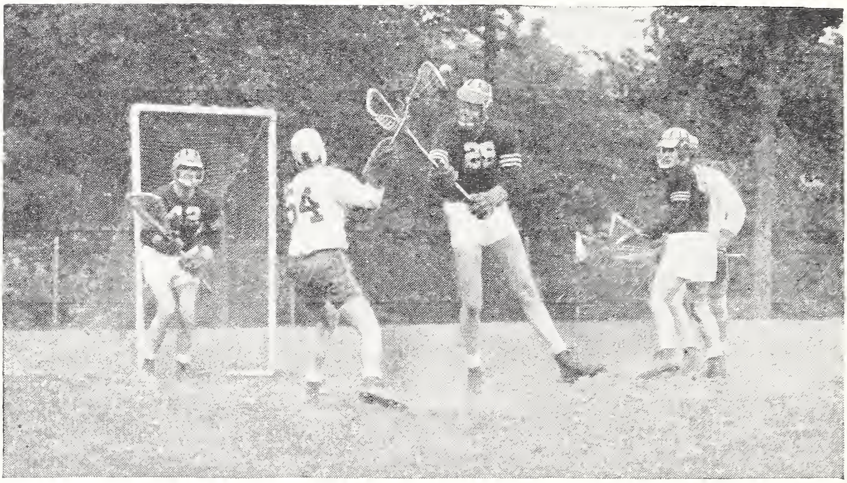
WEST POINT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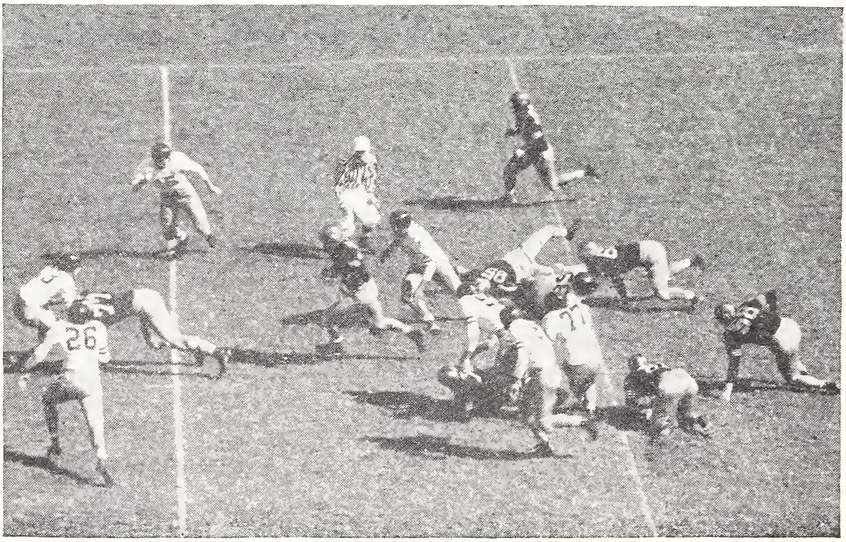
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INTERCOLLEGIATE ATHLETICS

ATHLETIC BOARD

Mr. Earl H. Blaik, *Chairman;* Brig. Gen. Harris Jones, Brig. Gen. J. H. Michaelis, Col. Gerald A. Counts, Col. B. W. Bartlett, Col. Philip H. Draper, Jr.

Director of Athletics: Mr. Earl H. Blaik.

Graduate Manager of Athletics: Col. Philip H. Draper, Jr.

COACHES

Baseball: Paul J. Amen. *Basketball:* Elmer Ripley. *Fencing:* Marcel Pasche. *Football:* Earl H. Blaik; *assistants*, Paul J. Amen, Capt. John F. Green, E. D. Kenna, Vincent T. Lombardi, Capt. R. J. St. Onge, Carney Laslie. *Golf:* Walter Browne. *Hockey:* John P. Riley. *Lacrosse:* F. Morris Touchstone. *Swimming:* Gordon H. Chalmers. *Tennis and Squash:* Leif Nordlie. *Track and Cross Country:* Carleton Crowell; *advisory*, Nathaniel Cartmell.

Intercollegiate athletics are supervised by the Athletic Board which, in turn, reports to the Superintendent on matters pertaining to athletic policies and schedules. Through the Board the Superintendent exercises general control over the entire program.

West Point sponsors 18 intercollegiate sports: football, soccer, and cross country in the fall; basketball, indoor track, boxing, wrestling, swimming, gymnastics, fencing, hockey, rifle, and squash in the winter; and baseball, lacrosse, track, tennis, and golf in the spring.

Teams wearing the black, gold, and gray of West Point take part during the academic year in about 300 "at home" contests and about 70 "away" contests.

Intercollegiate athletics at West Point are supported entirely by the Army Athletic Association. No appropriated funds are used. The Army Athletic Association contributes also to the support of other cadet activities and organizations.

The athletic plant includes the Field House, Michie Football Stadium, Smith Rink, a golf course, four gymnasium buildings, 23 tennis courts, and several athletic fields. Additional details about these buildings will be found in the section on *Buildings and Grounds.*

Note.—West Point's extensive Intramural Athletic Program is under the direction of the Office of Physical Education of the Department of Tactics. An outline of the program will be found on pages 62–63.

ACTIVITIES AND SOCIAL LIFE

Contrary to popular opinion, the cadets do not spend all their time parading, shining shoes, and studying; they enjoy practically the same recreational activities as any college students.

During the summer there is swimming in Delafield Pond. Picturesque Flirtation Walk, winding for three-quarters of a mile along the majestic Hudson, offers a peaceful and shady retreat from the walls of barracks. Cadets stationed at Camp Buckner enjoy swimming, canoeing, fishing, and sailing on Lake Popolopen. There are two or more football trips to New York City and Philadelphia, where the bright lights of the cities are a welcome diversion. During the winter months, ice skating at Smith Rink and skiing on the Constant Slope are extremely popular. Weekly hops are held in either the gymnasium or Cullum Hall, with music furnished by the Cadet Dance Band or one of the two Post orchestras. Cadets may attend movies in the Army Theater on Saturday nights, Sundays, and holidays. Outside talent, sponsored by the cadet special program committee, is brought occasionally to the Post for Sunday evening performances.

Aside from general recreational activities, there are many organized extracurricular activities. Those cadets who like music are encouraged to indulge their talents. Cadet Protestant, Catholic, and Jewish choirs sing at religious services on the Post and usually make several trips each year to sing in New York and Washington. For those who prefer a more informal type of music, there are the Cadet Glee Club and the Cadet Dance Band.

As members of the Radio, Model Airplane, Model Railroad, and Camera clubs, technically minded hobbyists find relaxation, as well as opportunities to test and improve their skills.

Those to whom literary activities appeal may seek outlets for their talents in the The Howitzer, yearbook of the Corps of Cadets; The Pointer, official magazine of the Corps of Cadets; and Bugle Notes, the cadet handbook, more commonly known as the Plebe Bible. Cadet press representatives conduct interviews and prepare hundreds of releases for hometown newspapers.

Recently organized are clubs corresponding to each foreign language taught in the regular curriculum: Portuguese, Spanish, German, Russian, and French, where members, in addition to devoting further study to the language, seek to broaden their knowledge of the various countries and peoples.

The One Hundredth Night Show, the time-honored dramatic highlight presented annually by the Dialectic Society, and celebrating the one hundredth night before graduation, is written, produced, and acted solely by cadets.

Interior of Grant Hall

One of the most active organizations at the Military Academy is the West Point debate council. During the academic year its members engage in about 200 intercollegiate debates in all parts of the United States. In the spring of 1947 the efforts of the debate council to organize and stage the first national intercollegiate debating tournament culminated with their playing host to representatives of 32 colleges, victors in regional tournaments. The national tournament is now held annually at West Point.

Organized extracurricular activities are directed and administered almost entirely by the cadets themselves subject to the approval of the Superintendent. There is an officer in charge of each activity, who acts in an advisory capacity. From these activities cadets acquire a wealth of specialized knowledge or develop latent talent, which subsequently will serve them well and be a source of pleasure and relaxation in their careers as officers.

THE HOSPITAL

STAFF

Col. Douglas B. Kendrick, mc; B. S., M. D.; Diplomate of American Board of Surgery; Fellow American College of Surgeons.
Surgeon; Professor and Head of Department of Military Hygiene

Maj. William S. Dowd, msc
Executive Officer

Col. George G. McShatko, mc; B. A., M. D.; American Board of Orthopedic Surgeons
Chief, Surgical Service

Col. Rolland B. Sigafoos, mc; B. A., M. D.
Chief, Medical Service

Col. Thomas J. Hagen, dc; D. D. S.
Dental Surgeon

The U. S. Army Hospital at West Point provides hospitalization and out-patient medical care for the garrison and for Stewart Air Force Base. In addition, the hospital is responsible for hospitalization and evacuation of First Army District No. 2, comprising the nine surrounding counties of New York State.

The hospital is authorized 150 operating beds, with a capacity of 350 beds. It is staffed and equipped to provide the medical, surgical, and dental coverage of a general hospital, with the exception of the more highly specialized sections found only in the latter.

Civilian professional consultants make regular visits to the hospital. Such consultants are employed in the specialties of dermatology and allergy; obstetrics and gynecology; pedriatics; ear, nose, and throat; ophthalmology; orthopedics; internal medicine; general surgery; roentgenology; neuropsychiatry; neurology; and urology.

Physical examinations of all cadets are conducted annually, as well as examinations of candidates for admission to the Corps of Cadets, and for commission in the regular components of the army.

During the academic year 1951–1952, 4,053 patients were admitted to the hospital, and 70,695 treatments were administered by the Out-patient Service.

The present authorized strength of the Army Medical Service at West Point is 19 Medical Corps officers, 10 Dental Corps officers, 2 Medical Service Corps and/or Women's Army Corps officers, 24 Army Nurse Corps officers, 2 Women's Medical Specialist Corps officers, 1 Veterinary Corps officer, and 142 enlisted personnel.

Cadet Chapel

BUILDINGS AND GROUNDS

The military reservation at West Point consists of a little more than 15,100 acres. The original purchase was 1,795 acres and was made from Stephen Moore in 1790; additional purchases made in 1824, 1879, 1889, 1903, 1905, and 1909 brought the acreage to about 3,596.

From 1938 to 1943 the acreage was quadrupled by the purchase of 10,215 acres to allow for the expansion of the Academy demanded by the war. A final purchase of 1,286 in 1945 made up the present total.

Of this total, 2,546 acres are the Post proper; they comprise the area lying south of Storm King Mountain between the old Storm King Highway and the Hudson River. Access to the Post proper is by three gates: the Thayer Gate (South Gate), from Highland Falls; the Lee Gate (North Gate), from the old Storm King Highway (Route N Y 218); and the Washington Gate (West Gate), from the new Storm King Highway (Route U S 9W).

The expansion since 1938 has been toward the west almost as far as Central Valley and toward the south almost as far as Route U S 6. Route N Y 293 runs from southwest to northeast on about the midline of the entire reservation.

ACADEMIC BUILDINGS. *See* East Academic Building, West Academic Building.

ADMINISTRATION BUILDING (1909). Designed by Cram, Goodhue, and Ferguson in Gothic style. It is located on Thayer Road and contains the offices of the Superintendent, the Dean, the Academic Board, the General Staff, and the Registrar. The Post Office and the Telegraph Office are on the ground floor. The Museum and the USMA Press occupy portions of the building.

BARRACKS. *See* Central Barracks, New North Barracks, North Barracks, South Barracks.

BASEBALL FIELD. *See* Doubleday Field.

BATTLE MONUMENT (1897). Designed by Stanford White, executed by Frederick MacMonnies. Located at Trophy Point at the northern limit of the Plain, and a little to the west of the Washington Monument. It is dedicated to the memory of the soldiers and officers of the Regular Army killed in action in the Civil War.

CADET CHAPEL (1910). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located west of, and 300 feet above, the cadet barracks, it dominates the Post proper. The stained glass window over the altar has twenty-seven panels, each depicting a militant Biblical character. The window at the entrance pictures the Revelation of St. John the

Divine; it shows also the designs of the Medal of Honor and the Distinguished Service Cross. The windows in the nave are gifts of the several classes; the flags hanging in the nave were used in the War of 1812, the Mexican, Civil, and Spanish-American Wars. The Chapel Organ is the largest church organ in the Western Hemisphere, and contains over 14,000 pipes. The seating capacity is fifteen hundred.

Camp Buckner (1945). The summer training camp for third classmen, located on the reservation 5 miles southwest of the Post proper, and known formerly as Camp Popolopen. It was renamed in honor of Lieutenant General Simon Bolivar Buckner, USMA 1908, killed at Okinawa in 1945.

Catholic Chapel. *See* Chapel of the Most Holy Trinity.

Cemetery (1816). Located at Washington and Ruger Roads. Among others, it contains the graves of Margaret Corbin, Revolutionary War heroine, and of Generals Scott, Custer, and Goethals.

Central Barracks (1851, 1882, 1921). The designers of the 1851 and 1882 sections are not known, although it is likely that Major Richard Delafield had much to do with the design of the 1851 section and a Board of Engineers with the 1882 section. Captain A. B. Proctor, Quartermaster Corps, designed the 1921 section. All are in Tudor style. The three sections form three sides of a rectangle of which the West Academic Building, located at Thayer and Jefferson Roads, forms the fourth side. The headquarters of the Commandant of Cadets is in a wing at the eastern end of the south section.

Chapel. *See* Cadet Chapel, Chapel of the Most Holy Trinity, Old Cadet Chapel, Post Chapel.

Chapel of the Most Holy Trinity (1900). Designed by Heins and La Forge in Gothic style. Located at Mills and Washington Roads, on a sharp rise of ground, this Roman Catholic chapel is a copy of the St. Ethelreda Carthusian abbey parish church in county Essex, England. The seating capacity is four hundred.

Clinton Field. Located immediately north of Doubleday Field and west of Fort Clinton. The name of the field derives from the Fort, that was called Clinton after the Revolutionary War general. The Fort had originally been called Fort Arnold; after Arnold's treason the name was changed. Clinton Field was the site of the cadets' summer encampment from 1819 to 1942. It is used now for soccer, football, etc.

Constitution Island. Donated to West Point in 1909 by Mrs. Russell Sage and Miss Anna B. Warner. About 280 acres, it is located opposite the north area of the Post proper. One end of the Great Chain, stretched across the Hudson to obstruct British navigation of the river during the Revolutionary War, was anchored in Martelaer's Rock, at the western point of the island.

CULLUM MEMORIAL HALL (1899). Designed by McKim, Mead, and White in Greco-Roman style. Located on the east side of Cullum Road, across from Doubleday Field, and named after Major General George W. Cullum, USMA 1833, Superintendent, 1864–1866, who gave it to house trophies of war and "statues, busts, mural tablets and portraits of distinguished deceased officers and graduates of the Military Academy."

DELAFIELD POND. The outdoor swimming pool, located on Delafield Road. Named after Major General Richard Delafield, USMA 1818, Superintendent, 1838–1845 and 1856–1861.

DOUBLEDAY FIELD (1939). Baseball field, located between Thayer and Cullum Roads, east of the Parade. Named in honor of Major General Abner Doubleday, USMA 1842, who is said to have laid out the first modern baseball diamond at Cooperstown, N. Y., in 1839.

EAST ACADEMIC BUILDING (1913, 1938). The original building, 1913, was designed by Cram, Goodhue, and Ferguson; the east wing, 1938, by Paul Philippe Cret. Both are in Gothic style. Located between Thayer and Cullum Roads, north of the Administration Building. In addition to classrooms and laboratories it contains the offices of the Departments of Electricity, Foreign Languages, Mechanics, Military Art and Engineering, and Physics and Chemistry.

FIELD HOUSE (1939). Designed by Paul Philippe Cret. Located on Tower Road southwest of the West Shore Railroad. Used for indoor athletics and graduation ceremonies.

FIELDS. *See* Clinton Field, Doubleday Field, Howze Field, Michie Stadium.

FLIRTATION WALK. A foot trail extending three-quarters of a mile along the river from Cullum Road to Battle Monument and open only to cadets and their guests. It is probable that the earlier Chain Battery Walk is now included in Flirtation Walk.

FOOTBALL FIELD. *See* Michie Stadium.

FORT CLINTON (1778). Designed and begun by Lieutenant Colonel Louis de la Radière and completed by Colonel Thaddeus Kosciuszko. Located at Cullum Road and Clinton Place. Originally called Fort Arnold, but after Arnold's treason in 1780 renamed Fort Clinton, after General George Clinton.

FORT PUTNAM (1778; partly restored, 1907–10). Designed by Colonel Thaddeus Kosciuszko and built by troops of General Rufus Putnam. It is located on Mount Independence, 451 feet above tidewater, and is reached by foot trail from Mills Road.

FRENCH CADET MONUMENT (1919). Presented by the cadets of L'Ecole Polytechnique. Located on The Parade directly opposite Central Barracks.

GRANT HALL (1931). A wing of South Barracks on Thayer Road directly across from the Administration Building. It is the cadet reception hall and contains the office of the cadet hostess.

GREAT CHAIN. The chain stretched across the Hudson from just north of Gee's Point to Martelaer's Rock on Constitution Island to obstruct navigation of the river by the British during the Revolutionary War. It was fastened in place on 11 April 1781. A number of the links are at Trophy Point.

GYMNASIUM (1910, 1933, 1937, 1947). The East Gymnasium (1910) was designed by Cram, Goodhue, and Ferguson; the North Gymnasium (1933) by the Quartermaster Corps; the West Gymnasium (1937) by Paul Philippe Cret; and the Central Gymnasium (1947) by Delano and Aldrich. All are in Gothic style. The gymnasium buildings are west of the Superintendent's quarters and north of New North Barracks.

HEADQUARTERS BUILDING. *See* Administration Building.

HOSPITAL (1884, 1923, 1934). Architect for older portions unknown. Extensive additions and alterations were done in 1923, William Gehron, architect; and in 1934, York and Sawyer, architects. Located on the west side of Thayer Road, south of Grant Hall.

HOTEL. *See* U. S. Hotel Thayer.

HOWZE FIELD. Located directly south of Michie Stadium, and bounded by Mills Road on the east, by Howze Place on the south, and by Delafield Road on the west. A large recreation field, it is named in honor of Major General Robert Lee Howze, USMA 1888, commandant of cadets, 1905–1909.

KOSCIUSZKO MONUMENT (1828). Designed by John H. Latrobe, USMA 1822. Located to the north of Fort Clinton. Given by the Corps of Cadets in honor of Colonel Thaddeus Kosciuszko, who helped plan the fortifications at West Point during the Revolutionary War.

LIBRARY (1841, 1900). Designed by Major Richard Delafield in Tudor style. Located at Jefferson and Cullum Roads, it was intended originally to house Post Headquarters, the Department of Natural and Experimental Philosophy, and the Astronomical Observatory. The central tower was surmounted by a traveling dome, resting on six 24-pound cannon balls that turned in cast-iron grooves. In 1901 the building was remodeled to adapt it to library purposes only.

LUSK RESERVOIR (1898). One of the water supply reservoirs for West Point. It is located on Mills Road directly across from Michie Stadium, and has a capacity of 92,000,000 gallons.

MICHIE STADIUM (1924). The football stadium, between Delafield and Mills Roads, west of the reservoir. Named for First Lieutenant Dennis Mahan Michie, USMA 1892, captain of the first West Point football team, killed in action at San Juan, Cuba, in 1898. The seating capacity is about 28,000.

MONUMENTS. *See* Battle Monument, French Cadet Monument, Kosciuszko Monument, Patton Monument, Sedgwick Monument, Thayer Monument, Washington Monument.

Museum. Located on the second and third floors in the northwest corner of the Administration Building. The collections date from 1777 and represent every war in which the United States has fought.

New North Barracks (1939). Designed by Paul Philippe Cret in Gothic style. Located south of the gymnasium and west of North Barracks. Sometimes called West Barracks.

North Barracks (1908). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located at Jefferson Road and Scott Place. The chaplain's office is on the ground floor in the southeast corner.

Observatory (1883). Architect unknown. Located on Observatory Hill, between Steward Road and Schofield Place. It is no longer used.

Officers' Club. *See* West Point Army Mess.

Old Cadet Chapel (1837). Architect unknown. Designed in Greco-Roman style. It was located originally where the East Academic Building now stands; in 1911 it was moved to its present site at the entrance to the cemetery. The American artist, Robert W. Weir, professor of Drawing at the Academy from 1834 to 1876, painted the mural, entitled "War and Peace," that hangs on the wall behind the altar. The chapel is used now for mortuary services and for Jewish religious services. The seating capacity is about 500.

Ordnance Laboratory (1939). Designed by Paul Philippe Cret in Gothic style. Located on Howard Road.

Patton Monument (1950). Dedicated to the memory of General George Smith Patton, Jr., USMA 1909, and presented by the officers and men of the units he commanded. Located across Jefferson Road from the library.

The Parade. The drill and parade field, bounded by Jefferson Road on the south and west, by Thayer Road on the east, and by Washington Road on the north.

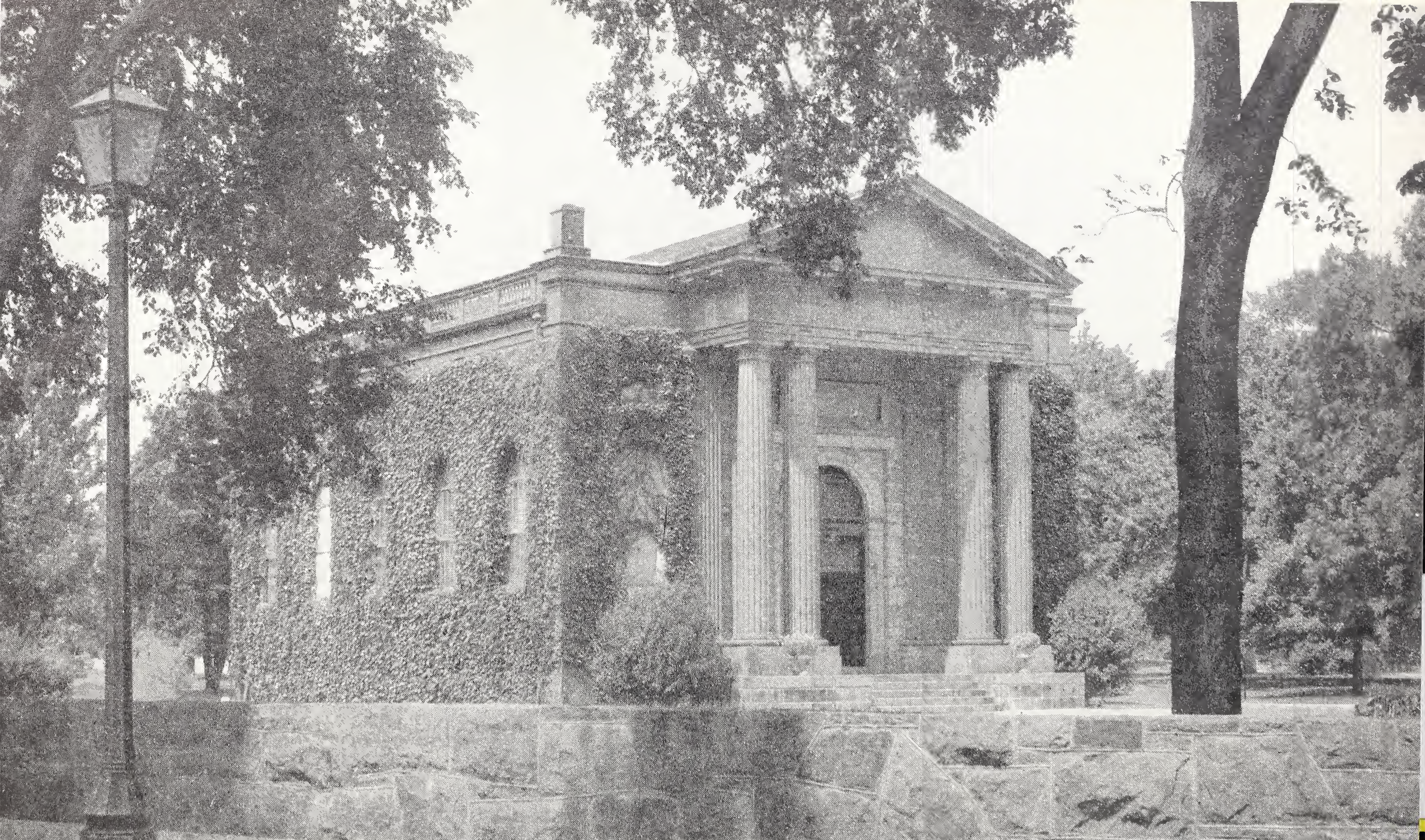
The Plain. That portion of the grounds embracing The Parade, Clinton Field, and Doubleday Field.

Popolopen. *See* Camp Buckner.

Post Chapel (1944). Constructed from a standard design used during World War II for chapels erected on military reservations. Located between Merritt Road and Biddle Loop. The seating capacity is 450.

Power House (1909, 1945, 1947). The original building was designed by Cram, Goodhue, and Ferguson in Gothic style; the alterations of 1945 and 1947 were done by the Quartermaster Corps. Located just south of the Riding Hall on Cullum Road.

Riding Hall (1911). Designed by Cram, Goodhue, and Ferguson in Gothic style. Located on Cullum Road, east of the Administration Building and the East Academic Building. Current plans call for its conversion to an academic building.



Old Cadet Chapel

Sedgwick Monument (1868). Dedicated to the memory of Major General John Sedgwick, USMA 1837, killed at Spotsylvania, 1864. The monument is made of cannon captured by his corps. Located at the northwest corner of The Parade.

Smith Rink (1931). The indoor ice-skating rink, located on the east side of Mills Road south of the reservoir. It is named after Major General William R. Smith, USMA 1892, Superintendent, 1928–1932.

South Barracks (1931). Designed by William Gehron in Gothic style. Located at the southwest corner of Thayer and Brewerton Roads.

Stadium. *See* Michie Stadium.

Stilwell Dam and Stilwell Lake (1949). Located on the reservation about four miles southwest of the Post proper. Named in honor of General Joseph Warren Stilwell, USMA 1904, Commanding General U. S. Forces China-Burma-India 1942–1944, and Commanding General U. S. Tenth Army 1945.

Superintendent's Quarters (1820). Architect unknown. Designed in colonial style, and located on Jefferson Road. Colonel Sylvanus Thayer was the first Superintendent to live there. Directly to the north are the Commandant's Quarters at the southwest corner of Parke and Washington Roads; across Parke Road at the northwest corner of the same intersection are the Dean's Quarters.

Thayer Monument (1883). Dedicated to Colonel Sylvanus Thayer, the "Father of the Military Academy." Located on The Parade directly across from the entrance to Washington Hall.

Trophy Point. A small plot of ground located north of The Parade where are grouped many trophies captured in war by American forces. Several links of the Great Chain are there.

United States Hotel Thayer (1926, 1948). Architect unknown. Located on the east side of Thayer Road, just inside the Thayer Gate. It is owned by the Government and is designed in Tudor style. Including the addition completed in 1948, there are accommodations for five hundred guests.

Utilities Building (1935). Designed by the Quartermaster Corps in Tudor style. Located at Ruger and Tower Roads. It contains the Post Exchange and the Commissary; and the offices of the Post Engineer, the Post Quartermaster, and the Post Transportation Officer.

Washington Hall (1929). Designed by William Gehron in Gothic style. Located on Jefferson Road between Central Barracks and North Barracks. It is the Cadet Dining Hall, and has a seating capacity of twenty-five hundred. The offices and drafting rooms of the Department of Military Topography and Graphics are on the fifth floor.

WASHINGTON MONUMENT (1916). Located in the circle at the corner of Cullum and Thayer Roads. It is a replica of the Washington Monument in Union Square, New York City.

WEST ACADEMIC BUILDING (1895). Designed by Richard M. Hunt in Gothic style. Located on Thayer Road across from the East Academic Building. In addition to classrooms it contains the offices of the Departments of English, Law, Mathematics, Ordnance, and Social Sciences.

WEST BARRACKS. *See* New North Barracks.

WEST POINT ARMY MESS (1903). The official name of the Officers' Club. Designed by McKim, Mead, and White in Classic style. Located on Cullum Road, south of Cullum Hall.

PRIZES AND DISTINCTIONS

Distinguished Cadets

In June of every year those cadets on the general merit roll of each class and on the graduating merit roll whose records show they have met the requirements set by the Academic Board are classed as "Distinguished." When the list has been determined, the Superintendent sends it to the Department of the Army for publication in the Army Register.

Distinguished cadets wear a five-pointed star, three quarters of an inch in diameter, on each side of the collar of the dress coat and the full dress coat. The star is worn for one year by cadets who were distinguished in the work of the Second, Third, or Fourth Class year.

GENERAL

The Arthur M. Apmann Prize

A set of books presented by Mr. Arthur M. Apmann in memory of his son, the late Lieutenant Arthur M. Apmann, Jr., Class of 1950, to the Editor of the Howitzer. *Awarded in 1952 to Robert L. Rutte.*

The Francis Vinton Greene Memorial Prize

A .45 caliber pistol given annually by Mrs. Francis Vinton Greene in memory of the late Major General Francis Vinton Greene, USMA 1870, to the cadet standing number one in the general order of merit at graduation. First presented in 1929. *Awarded in 1952 to Harry L. Van Trees, Jr.*

The Military Order of the World War Prize

An annual prize of the value of $50 presented to the graduating cadet who has made the greatest improvement during his course. First presented in 1942. *Awarded in 1952 to William P. Snyder.*

MILITARY

The Charles G. Dawes Prize

A sword, called the Pershing Sword, given by Brigadier General Charles G. Dawes and awarded annually to the First Captain, to commemorate General Pershing's being First Captain of the Corps of Cadets in 1886. First presented in 1929. *Awarded in 1952 to Gordon D. Carpenter.*

The Association of Graduates Awards

These awards, given annually since 1942 by the Association of Graduates, consist of a fifty dollar series E bond presented to the cadet in the Second Class outstanding in military efficiency and leadership, of a twenty-five dollar series E bond to the cadet in the Third Class outstanding in military efficiency and leadership, and a twenty-five dollar series E bond to the cadet of the Fourth Class outstanding in military efficiency and leadership. *Awarded in 1952 to Robert E. Barton, Marion F. Meador and William C. Maus.*

The Army and Navy Union Prize in Tactics

An annual prize of the value of $100 given by the Army and Navy Union to the cadet with the highest rating in tactics. First presented in 1948. *Awarded in 1952 to Clarence D. Gilkey.*

Military Efficiency Prize

Each year the name of the cadet who has the highest rating in military efficiency is inscribed on a cup presented to the Academy in 1910 by the Sons of the Revolution in the State of New York. *Awarded in 1952 to Gordon D. Carpenter.*

The Army and Navy Union Prize

A silver tray given annually by the Army and Navy Union to the Cadet Officer commanding the First Regiment. *Awarded in 1952 to Howard H. Danford.*

The Ladies Auxiliary of the Army and Navy Union Prize

A revolver given annually by the Ladies Auxiliary of the Army and Navy Union to the Cadet Officer commanding the Second Regiment. *Awarded in 1952 to Richard X. Larkin.*

ACADEMIC

The American Legion Prize in Chemistry

A set of scientific books with a value of $100, or a life membership in the National Geographic Society, given annually by the National Organization of the American Legion to the graduating cadet who has the highest standing in chemistry. First presented in 1935. *Awarded in 1952 to Harry L. Van Trees, Jr.*

Intercollegiate Debating Prizes

Two wrist watches, given annually by the Consul General of Switzerland in the United States, for excellence in intercollegiate debating. First presented in 1947. *Awarded in 1952 to John R. McLemore and Walter F. Ulmer.*

Economics and International Relations Prize, Established by the National Commandery, Military Order of Foreign Wars

A prize of the value of $50 given annually by the National Commandery, Military Order of Foreign Wars, to the cadet standing highest in economics and international relations. First presented in 1929. *Awarded in 1952 to John W. Shy.*

THE ARMED FORCES COMMUNICATIONS ASSOCIATION PRIZE IN ELECTRICITY

A prize of the value of $100 given annually to the graduating cadet who has achieved the highest standing in electricity. First presented in 1948. *Awarded in 1952 to Harry L. Van Trees, Jr.*

PRIZE IN ENGLISH, ESTABLISHED BY THE NATIONAL SOCIETY, COLONIAL DAUGHTERS OF THE SEVENTEENTH CENTURY

A set of books of the value of $50 given annually to the graduating cadet who has the highest standing in English for the entire course. First presented in 1934. *Awarded in 1952 to Michael G. Duerr.*

THE STEUBEN SOCIETY OF AMERICA PRIZE IN FOREIGN LANGUAGES

A prize presented annually of the value of $100 to the graduating cadet who has stood highest in the work in foreign languages. First presented in 1936. *Awarded in 1952 to Juan G. Burciaga.*

AMERICAN BAR ASSOCIATION PRIZE IN LAW

A set of books of the value of $25 given annually to the cadet with the highest standing in law. First presented in 1941. *Awarded in 1952 to Harvey L. Arnold, Jr.*

PRIZE IN MATHEMATICS, ESTABLISHED BY THE UNITED DAUGHTERS OF THE CONFEDERACY

A saber, known as The Robert E. Lee Saber, given annually to the graduating cadet with the highest standing in mathematics for the entire course. First presented in 1931. *Awarded in 1952 to Harry L. Van Trees, Jr.*

PRIZE IN MECHANICS, ESTABLISHED BY THE NATIONAL SOCIETY, DAUGHTERS OF THE AMERICAN REVOLUTION

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in mechanics. First presented in 1930. *Awarded in 1952 to Harry L. Van Trees, Jr.*

THE WILLIAM A. MITCHELL PRIZE IN MILITARY ART AND ENGINEERING

A set of books of the value of $100 awarded annually by Mrs. William A. Mitchell in memory of her husband, Brigadier General William A. Mitchell, USMA 1902, to the cadet standing highest in military engineering and the history of military art. First presented in 1942. *Awarded in 1952 to Harry L. Van Trees, Jr.*

PRIZE IN MILITARY HYGIENE, ESTABLISHED BY THE NATIONAL SOCIETY, DAUGHTERS OF FOUNDERS AND PATRIOTS OF AMERICA

A prize of the value of $50 awarded to the graduating cadet with the highest standing in military hygiene. First presented in 1942. *Awarded in 1952 to Drake Wilson.*

The Eisenhower Award in Military Psychology and Leadership

A silver tray awarded annually to the graduating cadet with the highest standing in Military Psychology and Leadership. First presented in 1951. *Awarded in 1952 to Harry L. Van Trees, Jr.*

Prize in Military Topography and Graphics, Established by the Women's Relief Corps, Auxiliary to the Grand Army of the Republic

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in military topography and graphics. First presented in 1932. *Awarded in 1952 to Harry L. Van Trees, Jr.*

Prize in Ordnance, Established by the Ladies' Auxiliary to the Veterans of Foreign Wars of the United States

A prize of the value of $100 awarded annually to the cadet with the highest standing in ordnance. First presented in 1939. *Awarded in 1952 to Harvey L. Arnold, Jr.*

Prize in Physics, Established by the Veterans of Foreign Wars of the United States

A prize of the value of $100 awarded annually to the graduating cadet with the highest standing in physics. First presented in 1937. *Awarded in 1952 to Harry L. Van Trees, Jr.*

ATHLETIC

The Army Athletic Association Trophy

A silver service plate bearing the Academy seal embossed at four places on the border. Awarded annually to the cadet of the First Class who has rendered the most valuable service to athletics during his career as a cadet. First presented in 1904. *Awarded in 1952 to Richard T. Shea, Jr.*

The Bankers Association of New York Trophy

A silver cup awarded annually to the cadet company ranking first in intramural athletics during the year. It is kept by the winning company for 1 year. First presented in 1924. *Awarded in 1952 to Company L–1.*

The Frances Dorothy Beebe Trophy in Foils

A silver plate bearing the Academy seal embossed at four places on the border. Purchased with the interest from a bequest of $2,000 under the will of Frances Dorothy Beebe and awarded to the cadet showing the highest excellence in foils. First awarded in 1944. *Awarded in 1952 to Eugene J. Stokes, Jr.*

The George Alexander Campbell II Memorial Trophy

Established in 1949 by the Class of 1951 in memory of their classmate, Cadet Campbell, who died during yearling summer camp. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural basketball. *Awarded in 1952 to Company B–1.*

THE EDGERTON FOOTBALL TROPHY

This trophy, a silver plate bearing the Academy seal embossed at four places on the border, is awarded annually to the outgoing football captain. It is purchased under the terms of a legacy presented by Mrs. Wright Prescott Edgerton in memory of her husband, Colonel Wright Prescott Edgerton, USMA 1874. First awarded in 1909. *Not awarded in 1952.*

THE WILLIAM P. FICKES MEMORIAL LACROSSE TROPHY

This trophy, purchased with the interest from a fund of $1,000 given by Mr. and Mrs. Walter M. Fickes in memory of their son, William P. Fickes, USMA 1936, is awarded annually to the outgoing lacrosse captain. The trophy is a silver plate bearing the Academy seal embossed at four places on the border. First presented in 1938. *Awarded in 1952 to Joseph C. Austin.*

THE PIERCE CURRIER FOSTER MEMORIALS

These memorials, established in 1902 under the terms of the will of Mrs. Anna A. Foster, are in memory of her son, Pierce Currier Foster, USMA 1899. They consist of two silver plates each bearing the Academy seal embossed at four places on the border, and are awarded annually to the cadets standing first and second in gymnastics. *Awarded in 1952 to Jack C. Kleberg and Robert J. Wheeler.*

THE HUGHES FOOTBALL AWARD

Established in 1939 by Colonel Thruston Hughes, USMA 1909. It is a silver plate with the Academy seal embossed at four places on the border and is purchased with the interest from a fund of $2,000. Awarded annually to the most valuable player on the Army football team. *Not awarded in 1952.*

INTRAMURAL ATHLETIC AWARDS

Plaques are awarded annually to the companies winning the brigade championship in each intramural sport; smaller plaques are awarded to the brigade runners-up. Winners of brigade individual sports contests such as tennis, golf, and cross country are awarded silver medallions, runners-up received bronze medallions.

THE DAVID MARCUS MEMORIAL TROPHY

Established in 1949 by the Colonel David Marcus Memorial Foundation, Inc., in memory of Colonel David Marcus, USMA 1924, for the outstanding boxer of the graduating class. The trophy is a silver plate with the Academy seal embossed at four places on the border, purchased with the interest from a fund of $2,000. *Awarded in 1952 to James E. McInerney, Jr.*

THE JARED WILLIAM MORROW MEMORIAL TROPHY

Established in 1951 by Captain Gerald D. Hall, USMA 1944, in memory of Lieutenant Jared William Morrow, USMA 1945, who died in battle in Korea in 1950. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural track. *Awarded in 1952 to Company K–2.*

The General Palmer E. Pierce Football Trophy

This trophy, a silver cup originally awarded to General Palmer E. Pierce, USMA 1891, by the National Collegiate Athletic Association in recognition of his services to the Association, was bequeathed by him to the Army Athletic Association to be awarded annually to the Intramural Champion Football Team. First presented in 1943. *Awarded in 1951 to Company C–1.*

The Sands Fencing Trophy

Established in 1937 by Lieutenant Thomas J. Sands, USMA 1929, and awarded annually to the outstanding cadet fencer. It consists of a silver cup, kept at the Academy, on which the cadet's name is inscribed; and of an engraved foil, duelling sword, or saber, presented to the cadet. *Awarded in 1952 to William L. Shields, Jr.*

The Eber Simpson Memorial Trophy

This trophy is a silver plate with the Academy seal embossed at four places on the border, purchased with the interest from a fund of $2,000 presented by Mr. George Simpson in memory of his son, Captain Eber Simpson, USMA 1943. It is awarded annually to the outgoing basketball captain and was first presented in 1949. *Awarded in 1952 to William H. Ritter.*

The Arthur H. Truxes Memorial Trophy

Established in 1951 by Captain Gerald D. Hall, USMA 1944, in memory of Captain Arthur H. Truxes, Jr., USMA 1945, who died in battle in Korea in 1950. The trophy is a silver cup awarded annually to the company winning the brigade championship in intramural cross country. *Awarded in 1952 to Company G–1.*

The Class of 1923 Memorial Trophy

Established in 1949, this trophy is purchased with the interest from a fund of $2,000 contributed by the class of 1923. It is a silver plate with the Academy seal embossed at four places on the border and is awarded annually for excellence in swimming. *Awarded in 1952 to John D. Smith.*

THE RHODES SCHOLARSHIPS

Cadets of the Military Academy first entered the Rhodes scholarships competition in 1923, and with the exception of the war years they have since competed annually. From 1923 to 1952 twenty-five scholarships were awarded to Academy men. Three former cadets are now at Oxford.

West Point graduates study at Oxford as Army or Air Force officers on active duty.

Elections for Rhodes scholarships are held every year. Scholars-elect enter the University of Oxford in October of the year following their election. The scholarships are for a minimum period of two years' study; a third year may be awarded if the Rhodes scholar presents a plan of study acceptable to the Academy and to the Rhodes trustees.

Appointments are made by the District Committees, subject to the final approval of the Rhodes trustees. A Committee of Selection in each State recommends two candidates every year to the District Committee. Candidates may apply either in the State in which they live or in the State in which they have received at least 2 years of their college education.

Cadets must make a written request of the Academic Board at the end of the Second Class year for permission to compete. If permission is granted, their completed applications must be in the hands of the Committee of Selection for the State in which they are applying by 1 November. For further information consult the Department of Social Sciences.

Basis of Selection

The Rhodes Scholarships Application blank says in part—

The basis of selection by the Committee is that section of the Will of Mr. Rhodes in which he mentioned the four groups of qualities which he desired in his scholars, the first two of which he considered the most important: (1) Literary and scholastic ability and attainments; (2) qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness, and fellowship; (3) exhibition during school days of moral force of character and of instincts to lead and to take an interest in his schoolmates; (4) fondness for and success in manly outdoor sports such as cricket, football, and the like.

The selection is not made, however, on any system of averaging up a man's qualifications under all these heads. Committees are interested instead in men who show promise of outstanding achievement in later life in their particular callings. For this, distinction of intellect and character are the most important requirements.

BOARD OF VISITORS

The custom of a Board of Visitors for West Point goes back almost to the year of its founding. On 1 July 1815, "A Regulation for the Government of the Military Academy," approved by Secretary of War William H. Crawford, provided for the appointment of a Board to consist of five "competent gentlemen," with the Superintendent as President, who should attend at each of the annual and semiannual examinations at West Point and report thereon to the Secretary.

The Boards are appointed at present under the provisions of an act of Congress approved 29 June 1948. This act specifies that a Board of Visitors shall visit the Military Academy in April of each year and inquire into the state of morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters relating to West Point which the Board may decide to consider, and submit a written report to the President of the United States giving its views and recommendations pertaining to the United States Military Academy. The personnel of the Board shall be as follows:

a. The Chairman of the Committee on Armed Services of the Senate;

b. Three other Members of the Senate to be appointed by the Vice President, two of whom shall be members of the Committee on Appropriations of the Senate;

c. The Chairman of the Committee on Armed Services of the House of Representatives;

d. Four other Members of the House of Representatives to be appointed by the Speaker of the House of Representatives, two of whom shall be members of the Committee on Appropriations of the House of Representatives;

e. Six persons to be appointed by the President.

BOARD OF VISITORS 1953

BY THE PRESIDENT

Lt. Gen. Troy H. Middleton, President, Louisiana State University, Baton Rouge, Louisiana.

Mr. John I. Snyder, President, Pressed Steel Car Company, New York, New York.

Very Rev. John A. Flynn, President, St. John's University, Brooklyn, New York.

Col. Francis Pickens Miller, Charlottesville, Virginia.

Dr. Karl T. Compton, Chairman of the Corporation, Massachusetts Institute of Technology, Cambridge 39, Massachusetts.

Dean John R. Dunning, School of Engineering, Columbia University, New York, New York.

BY THE PRESIDENT OF THE SENATE

Senator Robert C. Hendrickson, New Jersey.
Senator Richard B. Russell, Georgia.
Senator Homer Ferguson, Michigan.
Senator A. Willis Robertson, Virginia.

BY THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

Representative Dewey Short, Missouri.
Representative Frederic R. Coudert, Jr., New York.
Representative Paul Cunningham, Iowa.
Representative Paul Brown, Georgia.
Representative Robert L. F. Sikes, Florida.

The Hudson—North from Trophy Point

SUPERINTENDENTS OF THE UNITED STATES MILITARY ACADEMY

1.	Jonathan Williams Maj., Corps of Engineers	15 Apr. 1802 to 20 June 1803
2.	Jonathan Williams[1] Lt. Col., Corps of Engineers	19 Apr. 1805 to 31 July 1812
3.	Joseph G. Swift Col., Corps of Engineers	31 July 1812 to 24 Mar. 1814
4.	Alden Partridge Capt., Corps of Engineers	3 Jan. 1815 to 28 July 1817
5.	Sylvanus Thayer Capt., Corps of Engineers	28 July 1817 to 1 July 1833
6.	Rene E. DeRussy Maj., Corps of Engineers	1 July 1833 to 1 Sept. 1838
7.	Richard Delafield Maj., Corps of Engineers	1 Sept. 1838 to 15 Aug. 1845
8.	Henry Brewerton Capt., Corps of Engineers	15 Aug. 1845 to 1 Sept. 1852
9.	Robert E. Lee Capt., Corps of Engineers	1 Sept. 1852 to 31 Mar. 1855
10.	John G. Barnard Capt., Corps of Engineers	31 Mar. 1855 to 8 Sept. 1856
11.	Richard Delafield Maj., Corps of Engineers	8 Sept. 1856 to 23 Jan. 1861
12.	Peter G. T. Beauregard[2] Capt., Corps of Engineers	23 Jan. 1861 to 28 Jan. 1861
13.	Richard Delafield[2] Maj., Corps of Engineers	28 Jan. 1861 to 1 Mar. 1861
14.	Alexander H. Bowman Maj., Corps of Engineers	1 Mar. 1861 to 8 July 1864
15.	Zealous B. Tower Maj., Corps of Engineers	8 July 1864 to 8 Sept. 1864

Note.—The Superintendents of the Military Academy were selected from the Corps of Engineers until the passage of the law of 13 July 1866, which opened the Superintendency to the entire army. By the Act of 12 June 1856, the local rank of Colonel was conferred upon the Superintendent.

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[1] Major Williams resigned 20 June 1803, on a point of command, and pending its settlement on 19 April 1805, when he again returned to service as Chief Engineer, no permanent Superintendent of the Military Academy was appointed, the command devolving upon the senior officer of the Corps of Engineers present for duty.

[2] Captain P. G. T. Beauregard, Corps of Engineers, by order of John B. Floyd, Secretary of War, relieved Major Delafield, 23 January 1861, from the Superintendency of the Military Academy, but was himself displaced 5 days later 28 January 1861, by direction of the succeeding Secretary of War Joseph Holt, the command again devolving upon Major Delafield.

16. George W. Cullum
Lt. Col., Corps of Engineers . . . 8 Sept. 1864 to 28 Aug. 1866
17. Thomas G. Pitcher
Col., 44th Infantry . . . . 28 Aug. 1866 to 1 Sept. 1871
18. Thomas H. Ruger
Col., 18th Infantry . . . . 1 Sept. 1871 to 1 Sept. 1876
19. John M. Schofield
Maj. Gen., U. S. Army . . . . . . 1 Sept. 1876 to 21 Jan. 1881
20. Oliver O. Howard
Brig. Gen., U. S. Army . . . . . . 21 Jan. 1881 to 1 Sept. 1882
21. Wesley Merritt
Col., 5th Cavalry . . . . 1 Sept. 1882 to 1 July 1887
22. John G. Parke
Col., Corps of Engineers. . . . . . 28 Aug. 1887 to 24 June 1889
23. John M. Wilson
Lt. Col., Corps of Engineers . . . 26 Aug. 1889 to 31 Mar. 1893
24. Oswald H. Ernst
Maj. Corps of Engineers. . . . . . 31 Mar. 1893 to 21 Aug. 1898
25. Albert L. Mills
1st Lt., 1st Cavalry. . . . . 22 Aug. 1898 to 31 Aug. 1906
26. Hugh L. Scott
Maj., 14th Cavalry . . . . 31 Aug. 1906 to 31 Aug. 1910
27. Thomas H. Barry
Maj. Gen., U. S. Army . . . . . . 31 Aug. 1910 to 31 Aug. 1912
28. Clarence P. Townsley
Col., Coast Artillery Corps . . . 31 Aug. 1912 to 30 June 1916
29. John Biddle
Col., Corps of Engineers. . . . . . 1 July 1916 to 31 May 1917
30. Samuel E. Tillman
Col., U. S. Army . . . . 13 June 1917 to 11 June 1919
31. Douglas MacArthur
Brig. Gen., U. S. Army . . . . . . 12 June 1919 to 30 June 1922
32. Fred W. Sladen
Brig. Gen., U. S. Army . . . . . . 1 July 1922 to 23 Mar. 1926
33. Merch B. Stewart
Brig. Gen., U. S. Army . . . . . . 24 Mar. 1926 to 5 Oct. 1927
34. Edwin B. Winans
Maj. Gen., U. S. Army . . . . . . 23 Oct. 1927 to 25 Feb. 1928
35. William R. Smith
Maj. Gen., U. S. Army . . . . . . 26 Feb. 1928 to 30 Apr. 1932
36. William D. Connor
Maj. Gen., U. S. Army . . . . . . 1 May 1932 to 17 Jan. 1938
37. Jay L. Benedict
Brig. Gen., U. S. Army . . . . . . 5 Feb. 1938 to 17 Nov. 1940
38. Robert L. Eichelberger
Brig. Gen., U. S. Army . . . . . . 18 Nov. 1940 to 12 Jan. 1942

39. Francis B. Wilby
Maj. Gen., U. S. Army . . . . . 13 Jan. 1942 to 4 Sept. 1945
40. Maxwell D. Taylor
Maj. Gen., U. S. Army . . . . . 5 Sept. 1945 to 28 Jan. 1949
41. Bryant E. Moore
Maj. Gen., U. S. Army . . . . . 28 Jan. 1949 to 17 Jan. 1951
42. Frederick A. Irving
Maj. Gen., U. S. Army . . . . . 1 Feb. 1951 to ________

STAFF AND FACULTY

The entries have name, rank, branch of service, academic degrees, and graduation from postgraduate schools of military art and science. This last is shown by abbreviations of the names of these schools in capital italic letters.

Schools of military art and science are of three postgraduate levels. Where graduation is shown from a school or schools of the third, or highest, level it indicates that the requirements of the schools in the first and second levels have also been met; where from a school or schools of the second level that the requirements of the schools in the first level have also been met.

The following list gives the names of the schools mentioned in this catalogue, beginning with the first, or lowest, level. The abbreviations are those used in the entries.

a. Special Service School level: Studies in the tactics and techniques of an arm or service:

AAAS	Antiaircraft Artillery School, Fort Bliss, Tex.
AFIS	Armed Forces Information School, Fort Slocum, N. Y.
AGS	Army General School, Ft. Riley, Kans.
ArS	Armored School, Fort Knox, Ky.
AS	Artillery School, Fort Sill, Okla.
ATS	Air Tactical School, Tyndall Air Force Base, Fla.
CAS	Coast Artillery School.
CS	Chemical School, Edgewood Arsenal, Md.
CVS	Cavalry School.
ES	Engineer School, Fort Belvoir, Va.
FS	Finance School, St. Louis, Mo.
IS	Infantry School, Fort Benning, Ga.
IT	U. S. Air Force Institute of Technology, Wright-Patterson Air Force Base, Dayton, Ohio.
OS	Ordnance School, Aberdeen Proving Ground, Md.
QS	Quartermaster School, Camp Lee, Va.
SS	Signal School, Fort Monmouth, N. J.
TS	Transportation School, Fort Eustis, Va.

b. Command and Staff level: Studies in command and staff work, including joint operations:

AC&S	Air Command and Staff School, Maxwell Air Force Base, Ala.
AFSC	Armed Forces Staff College, Norfolk, Va.
BSC	British Staff College, Camberley, England.
CGSC	Command and General Staff College, Fort Leavenworth, Kans.

c. War College level: Studies in the highest echelons of command and staff work:

ArWC	Air War College, Maxwell Air Force Base, Ala.

AWC	Army War College, Carlisle Barracks, Pa.
ICAF	Industrial College of the Armed Forces, Fort McNair, District of Columbia.
NvWC	Naval War College, Newport, R. I.
NWC	National War College, Fort McNair, District of Columbia.

Abbreviations

AGC	Adjutant General's Corps
ANC	Army Nurse Corps
ARMOR	Armor
ARTY	Artillery
AUS	Army of the United States
CE	Corps of Engineers
CH	Chaplain
CML C	Chemical Corps
DC	Dental Corps
FC	Finance Corps
GSC	General Staff Corps
IGD	Inspector General's Department
INF	Infantry
JAGC	Judge Advocate General's Corps
MC	Medical Corps
MPC	Military Police Corps
MSC	Medical Service Corps
ORD CORPS	Ordnance Corps
QMC	Quartermaster Corps
SIG C	Signal Corps
SPS	Special Services
SSO	Special Services Officer
TC	Transportation Corps
USA	U. S. Army
USAF	U. S. Air Force
USMC	U. S. Marine Corps
USN	U. S. Navy
VC	Veterinary Corps
WAC	Women's Army Corps
WMSC	Women's Medical Specialist Corps

General and Special Staff Abbreviations

G1	Section in charge of Personnel
G2	Section in charge of Intelligence
G3	Section in charge of Operations
G4	Section in charge of Logistics
S1	Adjutant
S2	Intelligence Officer
S3	Operations and Training Officer
S4	Supply Officer

ACADEMIC BOARD

Maj. Gen. Frederick A. Irving, usa; B. S., LL. D.; *CGSC.*
Superintendent United States Military Academy, and President of the Board.

Brig. Gen. Harris Jones, usa; B. S. (USMA), B. S. (M. I. T.).
Dean of the Board.

Brig. Gen. John H. Michaelis, usa; B. S.; *CGSC, AFSC.*
Commandant of Cadets and Head of the Department of Tactics.
Office: Cadet Headquarters, Central Barracks.

Col. Herman Beukema, usa, B. S., D. Sc., LL. D. (2); *CGSC.*
Professor and Head of the Department of Social Sciences.
Office: 203 West Academic Building.

Col. Gerald A. Counts, usa; B. S. (USMA), B. S. (M. I. T.).
Professor and Head of the Department of Physics and Chemistry.
Office: 129 East Academic Building.

Col. Thomas D. Stamps, usa; B. A., B. S. (USMA), B. S. (M. I. T.); *CGSC.*
Professor and Head of the Department of Military Art and Engineering.
Office: 429 East Academic Building.

Col. William W. Bessell, Jr., usa; B. S., C. E.; *CGSC.*
Professor and Head of the Department of Mathematics.
Office: 332 West Academic Building.

Col. Lawrence E. Schick, usa; B. S.; *CVS.*
Professor and Head of the Department of Military Topography and Graphics.
Office: 503 Washington Hall.

Col. Charles W. West, usa; B. S., LL. B.; *CAS.*
Professor and Head of the Department of Law.
Office: 300 West Academic Building.

Col. Charles J. Barrett, usa; B. S.; *CGSC.*
Professor and Head of the Department of Foreign Languages.
Office: 329 East Academic Building.

Col. Elvin R. Heiberg, usa; B. S., C. E.; *CGSC.*
Professor and Head of the Department of Mechanics.
Office: 300 East Academic Building.

Col. John D. Billingsley, usa; B. S. (USMA), B. S., M. E., M. B. A.; *NWC.*
Professor and Head of the Department of Ordnance.
Office: 400 West Academic Building.

Col. Boyd W. Bartlett, usa; B. A., B. S., M. A., Ph. D., Sc. D.
Professor and Head of the Department of Electricity.
Office: 200 East Academic Building.

Col. George R. Stephens, usa; B. A., M. A., Ph. D.
Professor and Head of the Department of English.
Office: 420 West Academic Building.

Col. Douglas B. Kendrick, Jr., mc; B. S., M. D; Diplomate of American Board of Surgery; Fellow American College of Surgeons.
Surgeon, and Professor and Head of the Department of Military Hygiene.
Office: Hospital, First Floor.

Col. Ralph P. Eaton, agc; B. S.; *CGSC.*
Adjutant General, USMA, and Secretary to the Board.
Office: Administration Building.

ADMINISTRATIVE STAFF

General Staff

Chief of Staff: Col. Thomas J. Gent, Jr., usaf; B. S.; *AWC, NWC.*
Office: Administration Building.
Assistant Chief of Staff, G 1: Col. Eugene C. Johnston, gsc; B. S.; *CGSC.*
Office: Administration Building.
Assistant Chief of Staff, G 2/G 3: Col. Perry McC. Smith, gsc; B. S.; *CGSC.*
Office: Administration Building.
Assistant Chief of Staff, G 4: Col. Walter A. Huntsberry, gsc; B. S.; *NWC.*
Office: Administration Building.

Comptroller: Col. Charles H. Miles, Jr., fc; B. S.
Office: Administration Building.
Secretary to General Staff: Col. Ralph P. Eaton, agc; B. S.; *CGSC.*
Office: Administration Building.

Special Staff

Adjutant General: Col. Ralph P. Eaton, agc; B. S.; *CGSC.*
Office: Administration Building.

Chaplain, USMA: Frank E. Pulley, Graduate in Divinity.
Office: North Barracks, First Floor.

Director, West Point Museum: Col. Donald R. Mathfson, usa; B. S.; M. A.
Office: Museum, Administration Building.

Finance Officer: Lt. Col. William F. Crocker, fc; *IS, FS.*
Office: Administration Building.

Inspector General: Col. H. Crampton Jones, igd; B. S.; *CGSC.*
Office: Administration Building.

Librarian: Col. William J. Morton, Jr.; B. S.; Certificat d'Études Françaises, University of Geneva, Switzerland; *AS, SS.*
Office: The Library.

Post Chemical and Post Ordnance Officer: Lt. Col. Homer E. Barber, ord corps; B. S.; *CGSC.*
Office: Ordnance Laboratory.

Post Engineer: Lt. Col. Travis L. Petty, ce; B. S.; M. S.; *CGSC.*
Office: Utilities Building.

Post Exchange Officer: Lt. Col. Philip G. Bredesen, agc; *CGSC.*
Office: Utilities Building.

Post Quartermaster: Col. Travis T. Brown, qmc; B. S.; *ArWC.*
Office: Utilities Building.

Post Signal Officer: Major John G. Moses, sig c; B. S.; *SS.*
Office: Administration Building.

Provost Marshal: Lt. Col. Edward W. Corcoran, mpc; B. S.
Office: Military Police Barracks.

Public Information Officer: Col. James B. Leer, inf; B. S.; *CGSC, AFSC.*
Office: North Gymnasium.

Registrar: Robert T. Timbers, B. A.
Office: Administration Building.

Secretary, Alumni: Col. John A. McComsey, arty; B. S.; *CGSC.*
Office: Cullum Hall.

Special Services Officer: Lt. Col. Paul P. Winkel, sps; B. S.; *CGSC.*
Office: North Gymnasium.

Staff Judge Advocate: Lt. Col. Edward J. Burke, jagc; B. S., LL. B.
Office: 300 West Academic Building.

Surgeon: Col. Douglas B. Kendrick, mc; B. S., M. D.; Diplomate of American Board of Surgery, Fellow American College of Surgeons.
Office: Hospital, First Floor.

Transportation Officer: Lt. Col. Frank W. Herberth, Jr., tc; *CGSC, AFSC.*
Office: Utilities Building.

Treasurer: Col. Marion Carson, armor; B. S.; *CGSC.*
Office: Washington Hall, First Floor.

THE 1802d SPECIAL REGIMENT

The 1802d Special Regiment was activated in 1946 with a tripartite mission: to assist in the practical military training and instruction of the Corps of Cadets, to aid in the operation and maintenance of West Point's installations and utilities, and to garrison the Post of West Point. It has an authorized strength, including the attached United States Military Academy Band, of 36 officers, 2 warrant officers, 1,300 enlisted men and women.

The commanding officer is Col. Roy J. Herte, inf; B. S.; *IS.*

The executive officer is Lt. Col. Theodore N. Hunsbedt, arty; B. S.; *CGSC.*

INSTRUCTIONAL STAFF AND FACULTY

	Reported West Point
Adams, Lawrence A., Jr., Major, usaf; B. S.; *AS* *Assistant Professor of Foreign Languages*	12 Jul 50
Adkisson, George O., Capt., inf; B. S., M. S.; *IS* *Instructor in Electricity*	25 Jun 52
Aileo, Edward J., Lt. Col., inf; B. S.; *CGSC* *Instructor in Foreign Languages*	4 Sep 51
Alspach, Russell K., Col., usa; B. A., M. A., Ph. D *Professor of English*	1 Jul 47
Anderson, Wayne S., Capt., ord corps; B. S *Assistant Professor of Ordnance*	1 Jul 51
Appleton, Lloyd O.; B. A., M. A., Ph. D *Assistant to Director of Physical Education, Department of Tactics*	1 Jul 36
Armstrong, Luther E., Major, usaf; B. S., B. M. E., M. S. *Instructor in Mathematics*	12 Jun 50
Arnizaut de Mattos, H. F., Major, inf, Brazilian Army; B. S *Instructor in Foreign Languages*	31 Jan 51
Arnold, Archibald V., Jr., Capt., arty; B. S.; *AS* *Instructor in Foreign Languages*	8 Jul 49

	Reported West Point
Arnold, Robert B., Lt. Col., CE; B. S., M. S.; *CGSC* *Associate Professor of Physics and Chemistry*	22 Dec 42
Ashley, Robert P., Major, AGC; B. A., M. A., Ph. D. *Instructor in English*	1 Jul 51
Bahe, Gordon A., Lt. Col., INF; B. S.; *IS* *Associate Professor and Executive Officer, Department of Foreign Languages*	6 Jun 52
Baker, Alan G., Lt. Col., CE; B. S., M. B. A.; *CGSC* *Assistant Professor of Mathematics*	8 Jul 50
Baker, David T., Capt., ARTY; B. S., M. S.; *AS* *Instructor in Electricity*	25 Aug 51
Baldwin, Clarke T., Jr., Major, ARMOR; B. S.; *CVS, ArS* *Instructor in Foreign Languages*	1 Jun 50
Ballard, Roy W., Lt. Col., USAF; B. S., M. S.; *CGSC* *Instructor in Electricity*	25 Aug 52
Barber, Roscoe A., Jr., Capt., CE; B. S., M. E.; *ES* *Instructor in Mechanics*	1 Jul 52
Barrett, Charles J., Col., USA; B. S.; *CGSC* *Professor and Head of Department of Foreign Languages*	1 Jul 47
Bartlett, Boyd W., Col., USA; B. A., B. S., M. A., Ph. D., Sc. D *Professor and Head of Department of Electricity*	1 Jun 42
Batson, Richard T., Major, CE; B. S., M. S.; *ES* *Instructor in Mechanics*	1 Jul 52
Baxter, Wyley L., Major, USAF; B. S.; *CGSC* *Instructor in Military Topography and Graphics*	10 May 51
Beckner, Richard G., Capt., ARMOR; B. S.; *IS* *Instructor in Military Topography and Graphics*	12 Jun 52
Beiser, John J., Lt. Col., ARTY; B. S.; *CGSC* *Instructor in English*	25 Jun 52
Bentley, Ralph L., Capt., USAF; B. S *Instructor in Military Topography and Graphics*	6 May 52
Berge, Truman K., 1st Lt., USAF; B. S., M. S *Instructor in Physics and Chemistry*	1 Jul 52

	Reported West Point	
Bessell, William W., Jr., Col., usa; B. S., C. E.; *CGSC* *Professor and Head of Department of Mathematics*	31 Jul	47
Besson, Robert, Lt. Col., inf; B. S.; *CGSC* *Assistant Director Military Psychology and Leadership, Department of Tactics*	24 Apr	51
Beukema, Herman, Col., usa; B. S., Sc. D., LL. D. (2); *CGSC* *Professor and Head of Department of Social Sciences*	24 Aug	28
Billingsley, John D., Col., usa; B. S. (USMA), B. S. (M. I. T.), M. E., M. B. A.; *NWC* *Professor and Head of Department of Ordnance*	31 Aug	51
Bixby, George W., Col., ce; B. S., M. S.; *CGSC* *Assistant Professor of Mathematics*	8 Jul	50
Blackburn, Donald D., Lt. Col., inf; B. S.; *IS* *Assistant Director, Military Psychology and Leadership, Department of Tactics*	2 May	50
Blazina, Thomas D., Capt., usaf; B. S., M. S *Instructor in Mechanics*	1 Jun	51
Blum, Stanley D., Capt., armor; B. S.; *ArS* *Instructor in Social Sciences*	12 Jun	52
Bond, George F., Capt., usaf; B. S., M. B. A.; *IT* *Instructor in Mathematics*	1 Aug	52
Borum, Olin H., Major, usaf; B. S., M. S., Ph. D *Instructor in Physics and Chemistry*	24 May	52
Boyd, Benjamin F., Capt., inf; B. S.; *IS* *Cadet Company Tactical Officer*	5 May	52
Boyles, Wilson N., Major, armor; B. S *Cadet Company Tactical Officer*	12 Jul	52
Bradburn, David D., Capt., usaf; B. S., M. S *Instructor in Electricity*	6 Aug	52
Braucher, Ernest P., Capt., ce; B. S., M. S.; *ES* *Instructor in Physics and Chemistry*	15 Aug	50
Breakefield, Durward E., Col., ord corps; B. S., M. B. A. *Associate Professor of Ordnance*	1 Jul	50
Brennan, Herbert O., Capt., usaf; B. S *Cadet Company Tactical Officer*	30 Oct	52

	Reported West Point
Brewer, Martin H., Capt., usaf; B. S. *Cadet Company Tactical Officer*	5 Jul 52
Briand, Paul L., Jr., 1st Lt., usaf; B. A., M. A.; *AFIS* *Instructor in English*	8 Jun 52
Brinker, Walter E., Lt. Col., arty; B. S., M. B. A.; *AS* *Associate Professor of Social Sciences*	25 Jun 50
Broshous, Charles R., Col., usa; B. S., M. S.; *ES* *Professor of Military Topography and Graphics*	1 Mar 46
Broughton, Levin B., Capt., inf; B. S., M. A. *Instructor in English*	5 Jun 50
Brownlow, John F., Jr., Lt. Col., arty; B. S., M. S.; *AS* *Assistant Professor of Electricity*	15 Jun 50
Bruce, Robert M., B. A., M. Ed. *Instructor in Physical Education, Department of Tactics*	3 Sep 46
Brundin, Robert H., Major, usaf; B. S., M. S. *Instructor in Physics and Chemistry*	11 Jun 51
Buchanan, Dale E., Lt. Col., arty; B. S.; *CGSC* *Instructor in Mathematics*	1 Jul 52
Buck, George T., Jr., Lt. Col., usaf; B. S., M. S. E. *Instructor in Ordnance*	4 Aug 52
Bugas, John J., Major, ce; B. S.; *CGSC* *Assistant Professor of Military Art and Engineering*	1 Jul 51
Bullard, Robert L., III, Capt., inf; B. S.; *IS* *Instructor in Military Art and Engineering*	19 Apr 51
Burton, Wilfred C., Major, arty; B. S., M. A. *Associate Professor of English*	10 Jun 45
Byrne, John D., Col., arty; B. S., M. A.; *AS* *Associate Professor of English*	24 May 49
Cage, Lee E., Major, arty; B. S.; *CGSC* *Assistant Professor of Physics and Chemistry*	5 Jun 50
Callahan, Patrick O., Capt., inf; B. S.; *IS* *Instructor in Foreign Languages*	11 Nov 48
Calyer, Peter D., Col., inf; B. S.; *IS* *Associate Professor of Mathematics*	1 Jul 46

	Reported West Point	
Campbell, Herbert M., Lt. Col., usaf; B. S., M. A.; *CGSC* *Instructor in Social Sciences*	8 Jun	52
Campbell, Luther C., Capt., arty; B. S.; *AS* *Instructor in Social Sciences*	8 Jul	52
Cannella, Albert A., Capt., inf; B. S., M. A. *Instructor in Mathematics*	27 Jun	51
Case, Scott M., Lt. Col., armor; B. S.; *CGSC* *Assistant Professor of Military Art and Engineering*	12 Jun	51
Cathrae, William F., Lt. Col., arty; B. S.; *CGSC* *Cadet Company Tactical Officer*	7 Jun	52
Charbonneau, Cecil K., Jr., Major, arty; B. S.; *AS* *Assistant Professor of Mathematics*	1 Jul	50
Chynoweth, William E., Capt., inf; B. S.; *IS* *Instructor in Military Topography and Graphics*	17 Jun	52
Clark, Robert W., Major, arty; B. S.; *AAAS, AS* *Instructor in Military Topography and Graphics*	1 Jul	50
Clark, William S., Lt. Col., inf; B. S., M. A.; *CGSC* *Assistant Professor of Social Sciences*	14 Jun	51
Clay, William L., Lt. Col., ord corps; B. S., M. S. *Assistant Professor of Ordnance*	1 Jul	51
Clifford, George E., 1st Lt., ord corps; B. S., M. Ed. *Instructor in Ordnance*	29 Jun	51
Cobb, James B., Lt. Col., usaf; B. S. *Executive Officer Physical Education, Department of Tactics*	1 Jun	51
Cockrill, J. C., Major, arty; B. S., M. A.; *AS* *Instructor in Mathematics*	8 Jul	52
Coker, Sears Y., Lt. Col., ce; B. S., M. S. *Instructor in Military Art and Engineering*	2 Jun	52
Coleman, James E., Capt., inf; B. S.; *IS* *Instructor in Military Psychology and Leadership, Department of Tactics*	4 Aug	52
Conarty, Roger L., Major, inf; B. S., M. S.; *IS* *Assistant Professor of Physics and Chemistry*	15 Jun	50
Conmy, Joseph B., Jr., Lt. Col., inf; B. S.; *IS* *Cadet Company Tactical Officer*	6 Apr	52

	Reported West Point
Conrad, Robert G., Capt., arty; B. S.; *AS* *Cadet Company Tactical Officer*	8 Jul 52
Constant, Thomas M., Capt., arty; B. S.; *AAAS, AS* *Assistant Professor of Military Topography and Graphics*	11 May 50
Cookman, Leon A., Capt., sig c; B. S., M. S.; *SS* *Instructor in Electricity*	16 Jun 51
Coonrod, Robert W., 1st Lt., inf; B. S., M. A., Ph. D.; *IS* *Assistant Professor of Social Sciences*	15 Jun 51
Cooper, William L., Capt., inf; B. S.; *IS* *Cadet Company Tactical Officer*	22 May 51
Cottrell, Bert M., Jr., Major, usaf; B. S., M. S.; *OS* *Instructor in Physics and Chemistry*	13 Jun 50
Counts, Gerald A., Col., usa; B. S. (USMA), B. S. (M. I. T.) *Professor and Head of Department of Physics and Chemistry*	11 Aug 31
Covell, Cranston E., Major, arty; B. A., M. A.; *AAAS, IS* *Assistant to the Dean*	10 Feb 45
Crimmins, Joseph J., Major, jagc; B. A., LL. B. *Instructor in Law*	15 Jul 52
Crooks, Thomas E., Capt., inf; B. A *Instructor in Social Sciences*	1 Jul 51
Curcuru, Edmond H., Capt., inf; B. S *Instructor in Military Psychology and Leadership, Department of Tactics*	11 Jun 51
Curtis, Huntington W., Capt., sig c; B. S., M. S., Ph. D.; *SS* *Assistant Professor of Electricity*	15 Jun 51
Dancy, Albert G., Major, ce; B. S., M. S.; *ES* *Instructor in Mechanics*	1 Jul 52
Davidson, Phillip B., Jr., Col., armor; B. S.; *CGSC* *Assistant Professor of Military Art and Engineering*	27 Jan 52
Day, Robert S., Capt., cmlc; B. S., M. S.; *CS* *Instructor in Physics and Chemistry*	6 May 51
Des Jarlais, Robert W., Major, arty; B. S., M. S.; *AS* *Instructor and Assistant Brigade Aptitude Officer, Military Psychology and Leadership, Department of Tactics*	11 Apr 51

Reported West Point

Desmond, John B., Capt., arty; B. S., M. A.; *AS* .... 25 Jun 50
Instructor in Social Sciences

Dettre, Rexford H., Lt. Col., usaf; B. S.; *AC&S* .... 1 Jul 52
Instructor in Mathematics

Dickson, M. Scott, Col., ce; B. S. (USMA), B. S. (M. I. T.) .... 15 Jul 51
Associate Professor of Military Topography and Graphics

Dickson, Paul, Lt. Col., arty; B. S., Ph. D.; *CGSC* ..... 12 May 50
Assistant Professor of Foreign Languages

Donohue, Joseph P., Lt. Col., arty; B. S .... 27 Jun 51
Instructor in Mathematics

Draper, Frank W., Capt., usaf; B. S.; *ATS* .... 24 Jun 52
Instructor in Mechanics

Dresser, Richard L., Capt., usaf; B. S., M. S .... 18 Jun 50
Instructor in Physics and Chemistry

Dunham, James W., Major, arty; B. S., M. S.; *AS* .... 16 Jun 50
Instructor in Physics and Chemistry

Dunne, Donald T., Capt., armor; B. A., M. A .... 27 Dec 51
Instructor in Foreign Languages

Edwards, Stephen O., Capt., armor; B. S.; *IS* .... 15 Jun 52
Instructor in Military Topography and Graphics

Ekberg, William A., Capt., sig c.; B. S., M. S., *SS* ...... 15 Jun 52
Instructor in Electricity

Elting, John R., Lt. Col., armor; B. A., M. A.; *AS, AFIS* .... 15 Jul 51
Instructor in Military Art and Engineering

Esposito, Vincent J., Col., usa; B. S. (USMA), B. S. (M. I. T.); *NWC* .... 31 Jan 47
Professor of Military Art and Engineering

Exton, Hugh M., Col., arty; B. S.; *CGSC* .... 1 Oct 52
Director of Military Psychology and Leadership, Department of Tactics

Farley, Clare F., Major, ce; B. S., M. S.; *ES* .... 1 Jul 52
Instructor in Military Art and Engineering

Farnell, Albert B., Major, arty; B. A., M. S., Ph. D. . 27 Jun 51
Instructor in Mathematics

	Reported West Point
Fergusson, Charles M., Major, armor; B. S., M. P. A.; *CVS, ArS* *Assistant Professor of Social Sciences*	13 Apr 51
Fishback, Jesse L., Major, ce; B. S., M. C. E.; *ES* *Instructor in Mathematics*	1 Jul 52
Fisher, Thomas L., II, Lt. Col., usaf; B. S., M. A.; *CGSC* *Assistant Professor and Executive Officer, Department of English*	12 Aug 50
Flanagan, Luis J., Major, inf; B. S.; *CGSC* *Brigade Staff, Assistant S3, Department of Tactics*	20 Jun 51
Fowler, Donald E., Capt., ce; B. S., M. S *Instructor in Mechanics*	25 Jun 50
Fowler, Winston C., Col., usaf; B. S. (U. of Fla.), B. S. (USMA), M. S.; *AFSC* *Assistant Professor of Mechanics*	14 Jul 50
Fraser, Harvey R., Col., usa; B. S., M. S.; *CGSC* *Professor of Mechanics*	15 Jul 53
Frisbee, John L., Lt. Col., usaf; B. A., M. A.; *CGSC* *Assistant Professor of Social Sciences*	16 Jun 50
Fuchs, William R., Major, usaf; B. S., M. S *Assistant Professor of Mechanics*	12 Jun 50
Fullilove, William C., Major, usaf; B. S.; *ATS* *Instructor in Military Topography and Graphics*	27 May 52
Gamble, Louis G., Major, usaf; B. S., M. S.; *ATS* *Instructor in Mathematics*	29 Jun 51
Garrett, Felix R., Major, ce; B. S.; *ES* *Instructor in Electricity*	1 Jul 52
Gault, Benjamin J., Major, sig c; B. A., M. A., Ph. D. *Assistant Professor of English*	11 May 46
Germann, Edward H., Major, inf; B. A., M. A. *Assistant Professor of Foreign Languages*	1 May 49
Gervais, Frederick B., Major, usaf; B. S. *Cadet Company Tactical Officer*	11 Aug 50
Giles, James B., Jr., Capt., inf; B. S., M. S.; *IS* *S3, Office of Physical Education, Department of Tactics*	23 Jun 50
Gillette, Edward C., Jr., Col., usa; B. S., M. S.; *CGSC* *Professor of Physics and Chemistry*	4 Jan 46

	Reported West Point	
Glab, John E., Major, CE; B. S.; *ES* *Instructor in Military Topography and Graphics*	29 May	52
Gorder, Charles R., Capt., Armor; B. S., M. A. *Instructor in English*	5 Jun	50
Gordy, Stephen E., Major, Arty; B. S.; *AS* *Instructor in Law*	16 Jun	50
Grady, Thomas T., Lt. Col., USMC; B. A.; *IS* *Instructor in Military Psychology and Leadership, Department of Tactics*	25 Jun	52
Graham, Charles R., Lt. Col., Ord Corps; B. A., M. S.; *AC&S, CGSC* *Assistant Professor of Mechanics*	1 Aug	50
Grant, Walter H., Lt. Col., Inf; B. S.; *CGSC* *Brigade Staff, Executive Officer, Department of Tactics*	8 Jul	50
Green, James W., Jr., Col., USA; B. S., M. S., Ph. D; *CGSC* *Professor of Electricity*	4 Mar	47
Griffith, Wallace H., Capt., USAF; B. S., M. P. A.; *ATS* *Instructor in Social Sciences*	28 Aug	52
Gruenther, Richard L., Capt., Inf; B. S.; *IS* *S1, Office of Physical Education, Department of Tactics*	15 Jun	52
Gutierrez, M., 1st Lt., Inf; B. A., M. A.; *AGS* *Instructor in Foreign Languages*	1 May	52
Halligan, Theodore H., Capt., Inf; B. S., M. A. *Instructor in English*	15 Aug	50
Halpin, Daniel E., Major, Inf; B. S., M. A.; *IS* *Instructor in English*	1 Oct	52
Hamilton, Claud S., Capt., Arty; B. S.; *AS* *Instructor in Foreign Languages*	8 Jul	49
Hammond, Robert H., Capt., CE; B. S., M. S. *Instructor in Military Topography and Graphics*	30 Jun	51
Hancock, Robert M., Jr., Major, USAF; B. S., J. D. *Instructor in Law*	4 Jun	51
Hanket, Arthur P., Capt., CE; B. S., M. S. *Instructor in Military Art and Engineering*	22 Jul	51

	Reported West Point
Hanson, Benjamin S., Capt., armor; B. S.; *AS* *Instructor in Mathematics*	12 Jun 52
Hardin, Everitt F., Capt., armor; B. S.; *ArS* *Cadet Company Tactical Officer*	15 Jun 52
Harrington, Tracy B., Col., armor; B. S.; *CGSC* *Commanding Officer, 1st Regiment, Department of Tactics*	8 Jul 50
Hassemer, David W., Lt. Col., usaf; B. S., M. S.; *AC&S* *Instructor in Mechanics*	28 Jan 52
Hayduk, Alfred G., Lt. Col., usaf; B. S *Brigade Staff, Assistant S3 (Air), Department of Tactics*	3 Nov 50
Hazzard, Rutledge P., Capt., arty; B. S.; *AAAS, AS* *Instructor in Military Topography and Graphics*	2 Aug 50
Heard, Randolph C., Capt., usaf; B. S.; *AC&S* *Instructor in Military Psychology and Leadership, Department of Tactics*	5 Jun 51
Heiberg, Elvin R., Col., usa; B. S., C. E.; *CGSC* *Professor and Head of Department of Mechanics*	17 Jul 49
Heinlein, Rex I., Jr., Lt. Col., ce; B. S., M. S.; *AAAS* *Associate Professor of Electricity*	16 Feb 42
Helfert, Peter A., Lt. Col., arty; B. S.; *CGSC* *Instructor in Foreign Languages*	25 Jun 52
Henley, Knowles H., Major, ce; B. S., M. S *Assistant Professor of Ordnance*	1 Jul 51
Hicks, William L., wojg, USA *Brigade Staff, Assistant S4, Department of Tactics*	18 Aug 52
Higdon, Archie, Lt. Col., usaf; B. S., M. S., Ph. D. *Instructor in Mechanics*	25 Jun 52
Hillyard, Harry L., Col., inf; B. S.; *ArWC* *Assistant Commandant, Department of Tactics*	15 Jul 51
Hinman, John M., Major, arty; B. A.; *AAAS, AS* *Instructor in Mathematics*	1 Jul 50
Holland, James G., Jr., Lt. Col., inf; B. A., M. A.; *IS* *Associate Professor and Executive Officer, Department of Social Sciences*	15 Jun 50
Hollis, Jesse B., Jr., Major, arty; B. S.; *AS* *S4, Office of Physical Education, Department of Tactics*	27 Jun 51

Reported West Point

Holt, Charles A., III, Major, usaf; B. S., M. S., Ph. D.; *ATS* .... 2 Apr 51
Instructor in Electricity

Hottenroth, James H., Lt. Col., ce; B. S., M. S. .... 20 Jun 50
Assistant Professor of Mechanics

Huffman, Burnside E., Lt. Col., arty; B. S.; *AS* .... 8 Jul 52
Instructor in Mathematics

Hylander, Walter R., Jr., Capt., ce; B. S., M. S.; *ES* .. 13 Aug 51
Instructor in Physics and Chemistry

Imobersteg, Neil, Capt., inf; B. A., B. S.; *ArS* .... 13 Apr 51
Instructor in Foreign Languages

Irving, Frederick A., Maj. Gen., usa; B. S., LL. D.; *CGSC* .... 1 Feb 51
Superintendent, United States Military Academy

Jacunski, Edward W., Lt. Col., inf; B. S., M. A. .... 1 Jul 51
Associate Professor of Military Topography and Graphics

Jarrell, William R., Capt., usaf; B. S.; *IT* .... 26 Jun 52
Instructor in Mathematics

Johnson, Richard H., Capt., inf; B. S., M. A. .... 5 Jun 50
Instructor in English

Jones, Beverly D., Lt. Col., arty; B. S.; *CGSC* .... 13 Jul 49
Associate Professor of Foreign Languages

Jones, Harris, Brig. Gen., usa; B. S. (USMA), B. S. (M. I. T.) .... 1 Jul 31
Dean of the Academic Board

Jones, Lawrence M., Jr., Capt., arty; B. S., M. S.; *AS* .. 1 Jul 50
Assistant Professor of Physics and Chemistry

Jordan, Amos A., Capt., arty; B. S., B. A. (Oxon); *AS* ... 20 Jul 50
Instructor in Social Sciences

Jordan, Ralph E., Lt. Col., arty; B. S., M. A.; *AS*, *CAS*. 23 Aug 50
Assistant Director, Military Psychology and Leadership, Department of Tactics

Kays, George W., Capt., usaf; B. S., M. A. .... 21 Jun 52
Instructor in Mathematics

Kilner, Glen, Major, arty; B. A., M. A. .... 15 Jun 51
Instructor in English

	Reported West Point
Kincaid, John P., Major, usaf; B. S.; *ATS* *Cadet Company Tactical Officer*	15 Jun 51
Kingsbury, Clarence W., Capt., inf; B. S.; *IS* *Instructor in Military Topography and Graphics*	18 May 50
Knoll, Dallas L., Capt., ce; B. S., M. S.; *ES* *Instructor in Mathematics*	28 Apr 52
Kobes, Frank J., Jr., Lt. Col., inf; B. S., B. A. *Executive Officer, 1st Regiment, Department of Tactics*	14 Jun 51
Kress, John B.; B. S., M. A. *Instructor in Physical Education, Department of Tactics*	29 Jun 42
Kroeten, Herbert J.; B. S., M. Ed *Instructor in Physical Education, Department of Tactics*	1 Sep 48
Lane, Barton G., Jr., Lt. Col., arty; B. S.; *CGSC* *Assistant Professor of Social Sciences*	5 Jun 50
Learman, Birdsey L., Lt. Col., inf; B. S.; *CGSC* *Brigade Staff, S4, Department of Tactics*	8 Jul 50
Lee, Ray M., Lt. Col., inf; B. A.; *CGSC* *Instructor in Military Art and Engineering*	8 Jul 52
Lewiecki, Edward M., Capt., arty; B. S., M. S. *Instructor in Mechanics*	2 Jul 51
Lewis, William F.; B. S., M. A. *Instructor in Physical Education, Department of Tactics*	30 Oct 45
Lighthall, John A., Capt., jagc; B. A., LL. B. *Instructor in Law*	1 Jul 51
Linck, George W.; B. S., M. A. *Instructor in Physical Education, Department of Tactics*	17 Nov 47
Lincoln, George A., Col., usa; B. S., B. A., M. A. (Oxon) *Professor of Social Sciences*	1 Sep 47
Linden, John H., Capt., arty; B. S., M. A. *Assistant Professor of English*	5 Jun 50
Linn, Howard A., Major, usaf; B. S.; *ATS* *Instructor in English*	8 Jun 52
Lionel, Samuel S., Capt., jagc; LL. B. *Instructor in Law*	15 Jun 51

	Reported West Point
Litt, Donald D., Capt., USAF; B. S., M. S. *Instructor in Military Topography and Graphics*	6 Aug 52
Lochry, Robert R., Capt., USAF; B. S. *Instructor in Mechanics*	12 Jun 50
Mac Kenzie, Clyde B., Capt., CML C; B. S., M. A.; *CS* *Instructor in Foreign Languages*	24 Jun 50
Machen, Edwin A., Jr., Col., INF; B. S.; *CGSC* *Director, Office of Physical Education, Department of Tactics*	1 Jul 50
Maish, Alexander M., Major, CE; B. S., M. S.; *ES* *Instructor in Mathematics*	1 Jul 52
Malone, William F., ARTY; B. S., M. A.; *AS* *Instructor in English*	25 Jun 52
Maloney, Thomas E. *Instructor in Physical Education, Department of Tactics*	1 Sep 34
Maltzoff, Nicholas; B. A., M. S. *Assistant Professor of Foreign Languages*	8 Jul 46
Martinez, Jose; B. S., B. A. Ph. L. (Licentiate) *Instructor in Foreign Languages*	2 Feb 40
Marsh, Clarence T., Jr., Lt. Col., ARTY; B. S.; *CGSC* *Assistant Professor of Military Topography and Graphics*	16 Jun 49
Marshall, Arthur R., Major, CE; B. S., M. S.; *ES* *Instructor in Military Art and Engineering*	4 May 51
Matheson, John D., Col., CE; B. S., M. A.; *CGSC* *Assistant Professor of Mathematics*	1 Jun 49
Maxon, George E., Jr., Major, USAF; B. S.; *ATS* *Instructor in Military Topography and Graphics*	9 Jul 52
Maynard, Charles D., Lt. Col., CE; B. S., M. C. E., M. S. *Instructor in Mathematics*	16 Jun 51
McCanna, Robert L., Major, INF; B. S.; *IS* *Instructor in Social Sciences*	12 Jun 52
McChristian, Joseph A., Lt. Col., ARMOR; B. S.; *CGSC, AFSC* *Brigade Staff, S3, Department of Tactics*	1 Feb 51
McConnell, Edward T., Lt. Col., INF; B. S.; *CGSC* *Executive Officer, 2d Regiment, Department of Tactics*	25 Jun 51

	Reported West Point	
McCoy, Martin E., Jr., Major, usaf; B. S.; *ATS* *Instructor in Military Topography and Graphics*	5 Jul	50
McDermott, Robert F., Lt. Col., usaf; B. S., M. B. A.; *ATS* *Assistant Professor of Social Sciences*	23 Jun	50
McDonald, Eugene O., Lt. Col., inf; B. S.; *IS* *Assistant Professor of Military Topography and Graphics*	2 Jun	50
McDonald, William G., Major, usaf; B. A.; *CGSC* *Instructor in Social Sciences*	3 Jun	52
McIntyre, George W., Lt. Col., armor; B. S.; *CGSC* *Brigade Staff, S1, Department of Tactics*	1 Aug	51
McLendon, Theodore H., Capt., arty; B. S., M. I. A.; *AS* *Assistant Professor of Social Sciences*	14 Jun	51
McMurray, William H., Capt., inf; B. S *Instructor in English*	5 Jun	50
Merrick, Sears W., Major, ce; B. S *Assistant Professor of Military Art and Engineering*	1 Jul	51
Mester, Edmund C., Capt., inf; B. A., M. A *Instructor in Social Sciences*	1 Jul	51
Metschl, John J., Lt., usn; B. S. (USNA) *Instructor in Mechanics*	18 Jul	52
Meyer, John H., Lt. Col., inf; B. S.; *CGSC* *Brigade Staff, S1 (Extra Curricular Activities) Department of Tactics*	4 Jul	50
Michaelis, John H., Brig. Gen., usa; B. S.; *CGSC, AFSC* *Commandant of Cadets and Head of Department of Tactics*	1 Aug	52
Michaelson, Franklyn J., Major, arty; B. A., M. A., Ph. D.; *AS* *Brigade Aptitude Officer, Military Psychology and Leadership, Department of Tactics*	23 Sep	50
Miley, John D., Capt., inf; B. S.; *IS* *Cadet Company Tactical Officer*	1 Nov	51
Miller, Edwin T., Col., tc; B. S.; *AAAS, CS* *Instructor in Mathematics*	1 Jul	50
Miller, Frank D., Col., inf; B. S.; *CGSC, AFSC* *Commanding Officer, 2d Regiment, Department of Tactics*	13 Jul	50

	Reported West Point	
Miller, Ralph B., Capt., arty; B. S.; *AS* *Cadet Company Tactical Officer*	8 Jul	52
Miller, Thomas B., Lt. Col., usaf; B. S.; *CGSC* *Instructor in Military Art and Engineering*	1 Jul	52
Millman, William V., Capt., ce; B. S., M. S.; *ES* *Instructor in Physics and Chemistry*	15 Jul	51
Mirski, Michael S., Lt. Col., armor; B. A., B. S., LL.D. *Assistant Professor of Foreign Languages*	15 Jun	49
Molyneaux, Silas R., Major, usaf; B. S., M. A. *Assistant Professor of Social Sciences*	22 May	51
Morgan, John B., Col., ord corps; B. S., M. B. A. *Instructor in Ordnance*	22 Jul	52
Morrison, Robert E., Major, usaf; B. S. *Assistant Professor of English*	14 Aug	50
Moseley, Woodford T., Major, cml c; B. S. *Assistant Professor of Physics and Chemistry*	15 Jun	50
Mueller, George H., Lt. Col., inf; B. S.; *CGSC* *Cadet Company Tactical Officer*	1 Dec	51
Munson, James A., Capt., arty; B. S., M. I. A.; *AS* *Instructor in Social Sciences*	5 Jun	50
Murphy, Edward C., Major, usaf; B. S. *Instructor in Mathematics*	12 May	50
Murphy, John J., Capt., usaf; B. S., LL.B. *Instructor in Law*	6 Jul	51
Musgrave, Thomas C., Capt., sig c; B. S., M. S.; *SS* *Instructor in Electricity*	26 Jun	50
Myslinski, Casimir J., Major, usaf; B. S.; *ATS* *Cadet Company Tactical Officer*	14 Jul	52
Nelson, Arthur D., Major, ce; B. S., M. S.; *ES* *Instructor in Physics and Chemistry*	1 May	49
Nicholas, Charles P., Col., usa; B. S.; *CGSC* *Professor of Mathematics*	15 Jun	48
Nolan, Marshall E., Capt., usaf; B. S., M. S.; *ATS* *Instructor in Mathematics*	1 Jul	52

	Reported West Point	
O'Connell, Edward M., Lt. Col., jagc; B. S., LL.B.; *CGSC* *Associate Professor of Law*	1 Jul	50
Olmstead, Earl O., Jr., Lt. Col., usaf; B. S. *Cadet Company Tactical Officer*	21 May	50
Palone, Joseph M.; B. S. *Instructor in Physical Education, Department of Tactics*	17 Jan	44
Pankowski, Benard J., Capt., sig c; B. S., M. S.; *SS* *Instructor in Electricity*	5 Apr	52
Pohl, Francis I., Lt. Col., arty; B. S. *Assistant Professor of Physics and Chemistry*	1 Jul	51
Porter, George V., Major, inf; B. A., M. A. *Instructor in Mathematics*	2 Jul	52
Posvar, Wesley W., Capt., usaf; B. S., B. A. (Oxon); *ATS* *Instructor in Social Sciences*	10 Aug	51
Preston, Edmund R., Capt., ce; B. S. *Instructor in Mathematics*	1 Jul	50
Price, Ernest C., Major, usaf; B. S., M. S. *Instructor in Mathematics*	10 Apr	50
Price, Marvin L., Capt., inf; B. S., M. S. *Instructor in Electricity*	15 Jun	50
Purdy, William A., Lt. Col., inf; B. S.; *CGSC* *Instructor in Social Sciences*	22 Jun	52
Quick, George S., Major, ord corps; B. A., M. A. *Instructor in Ordnance*	1 Jul	51
Ramsaur, Robert T., Major, usaf; B. A., M. A. *Instructor in Social Sciences*	18 Aug	51
Register, Charles L., Col., ord corps; B. S., Sc. D.; *CGSC* *Associate Professor of Mechanics*	1 Jul	50
Reilly, Francis W., Major, tc; *AAAS, CAS, IS* *Instructor in Military Psychology and Leadership, Department of Tactics*	24 May	51
Renfroe, Walter J., Jr., Col., usa; B.S.; *CGSC, AFSC* *Professor of Foreign Languages*	4 Feb	49
Richards, John R., Col., usaf; B. S.; *CGSC* *Instructor in Mathematics*	30 Jun	50

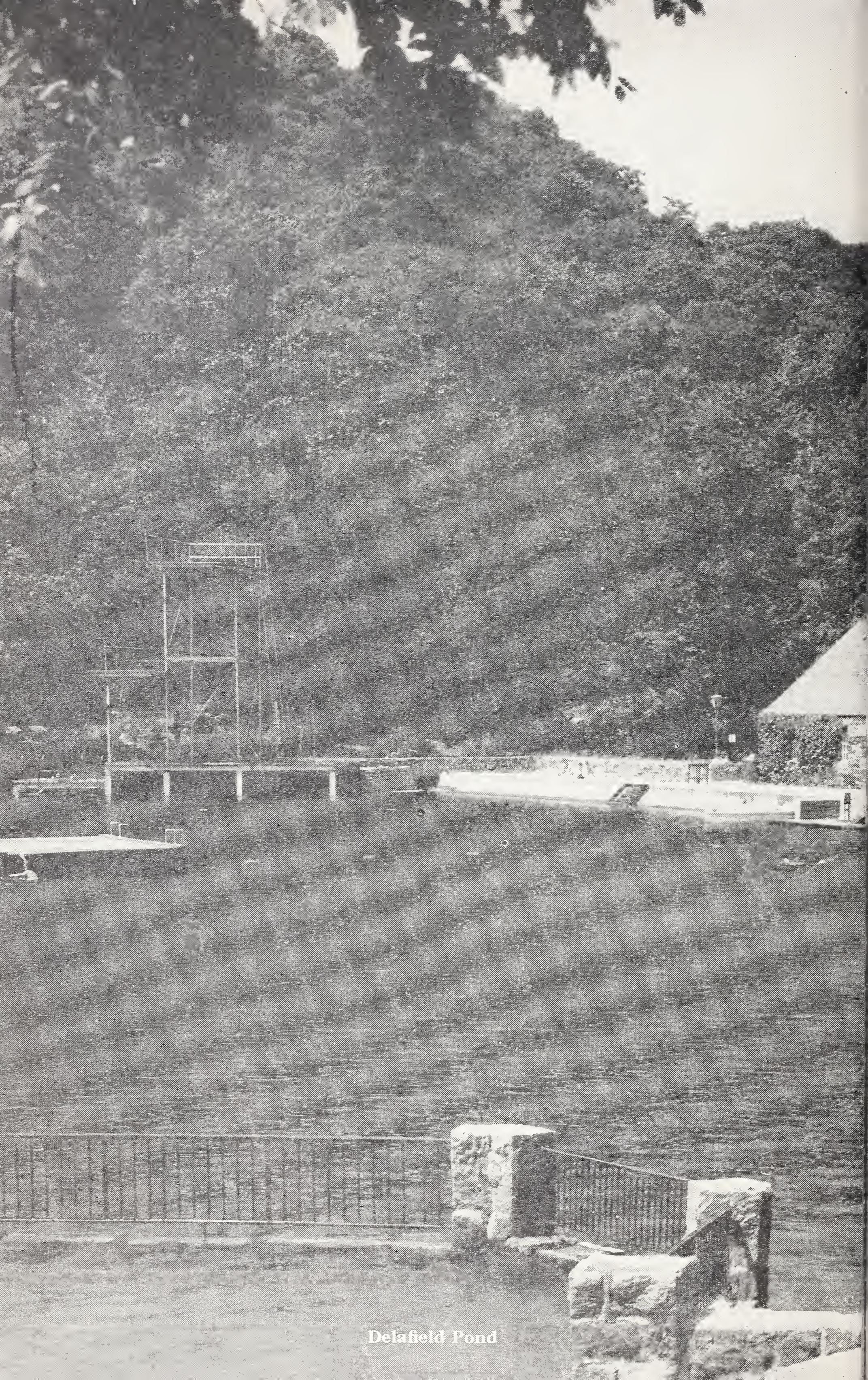
	Reported West Point
Robbs, Charles E., Major, USAF; B. S.; *AC&S* *S1, 1st Regiment, Department of Tactics*	17 Jun 51
Roberts, Francis J., Lt. Col., ARTY; B. S.; *CGSC* *Instructor in Military Topography and Graphics*	1 Jul 50
Roecker, Frederick C., Lt. Col., INF; B. S., M. S.; *CGSC* *Assistant Professor of Mechanics*	31 Oct 49
Rogers, Ralph M., Lt. Col., ARMOR; B. S.; *CGSC* *Instructor in Military Art and Engineering*	9 Jul 52
Rogers, William B., Capt., CE; B. S., M. A.; *ES* *Instructor in Military Topography and Graphics*	29 Jun 51
Roop, Frank S., Jr., Major, ARTY; B. S., M. S *Instructor in Mechanics*	1 Jul 51
Rose, John B., Jr., Lt. Col., USAF; B. S.; *AC&S* *S1, 2d Regiment, Department of Tactics*	1 Jun 51
Ross, Dan C., 1st Lt., INF; B. S., M. S *Instructor in Electricity*	15 Jul 51
Roth, Charles, Major, MSC; B. S., M. S., Ph. D *Instructor in Mathematics*	27 Jul 51
Royem, Robert L., Jr., Major, USAF; B. S *Brigade Staff, Assistant S1, Department of Tactics*	15 Jun 51
Ryan, Peter J., Lt. Col., SIG C; B. S.; *SS* *Cadet Company Tactical Officer*	15 Jun 51
Sampson, Charles W., Major, USAF; B. S., M. S.; *ATS* *Assistant Professor of Mechanics*	1 Jul 49
Sassé, Francis M., Lt. Col., JAGC; B. A., LL. B *Assistant Professor of Law*	15 Jun 51
Saunders, Edward A., Capt., CE; B. S., M. S.; *ES* *Instructor in Electricity*	1 Sep 51
Schick, Lawrence E., Col., USA; B. S.; *CVS* *Professor and Head of Department of Military Topography and Graphics*	21 Mar 46
Schilling, Charles H., Lt. Col., CE; B. S., M. S.; *CGSC* *Associate Professor and Executive Officer, Department of Military Art and Engineering*	12 Jun 51
Schoeneman, Richard H., 1st Lt., USAF; B. S *Brigade Staff, Aide-De-Camp, Department of Tactics*	26 Jul 52

	Reported West Point	
Sedberry, George R., Lt. Col., inf; B. S.; *CGSC* *Instructor in Military Art and Engineering*	8 Jul	52
Shea, Robert B., Major, usaf; B. A., M. A. *Assistant Professor of Social Sciences*	16 Jun	50
Short, Robert B., Lt. Col., usaf; B. S., M. A. *Instructor in English*	3 Jul	52
Sickafoose, Keith E., Capt., arty; B. S *Instructor in Mathematics*	26 Sep	52
Sims, James S., WOJG, usa *Brigade Staff, Personnel Officer, Department of Tactics*	24 Jun	52
Slayden, Van H., Lt. Col., usaf; B. A.; *CGSC, AC&S, AFSC* *Associate Professor of Military Art and Engineering*	7 Feb	51
Smith, John R., Major, usaf; B. S., M. A. *Assistant Professor of Mathematics*	2 Sep	50
Smith, Wesley C., Capt., ce; B. S *Instructor in Military Topography and Graphics*	2 Jul	52
Solberg, Winton U., Capt., inf; B. A., M. A. *Instructor in Social Sciences*	1 Jul	51
Sorge, Robert E.; B. S., M. A. *Instructor in Physical Education, Department of Tactics*	29 Jan	43
Spence, Judson C., Capt., inf; B. A.; *AAAS, IS* *Instructor in Foreign Languages*	17 Mar	52
Spencer, Douglas; B. A., M. A., Ph. D. *Staff Psychologist and Associate Director, Military Psychology and Leadership, Department of Tactics*	29 Jun	48
Stamps, Thomas D., Col., usa; B. A., B. S. (USMA), B. S. (M. I. T.); *CGSC* *Professor and Head of Department of Military Art and Engineering*	21 Jun	38
Stebbins, Albert K., III, Capt., usaf; B. S., M. S.; *ATS* *Instructor in Physics and Chemistry*	27 Aug	51
Stephens, George R., Col., usa; B. A., M. A., Ph. D. *Professor and Head of Department of English*	28 Oct	45
Stewart, Dana L., Major, arty; B. S., M. S. *Instructor in Mathematics*	17 Jun	50

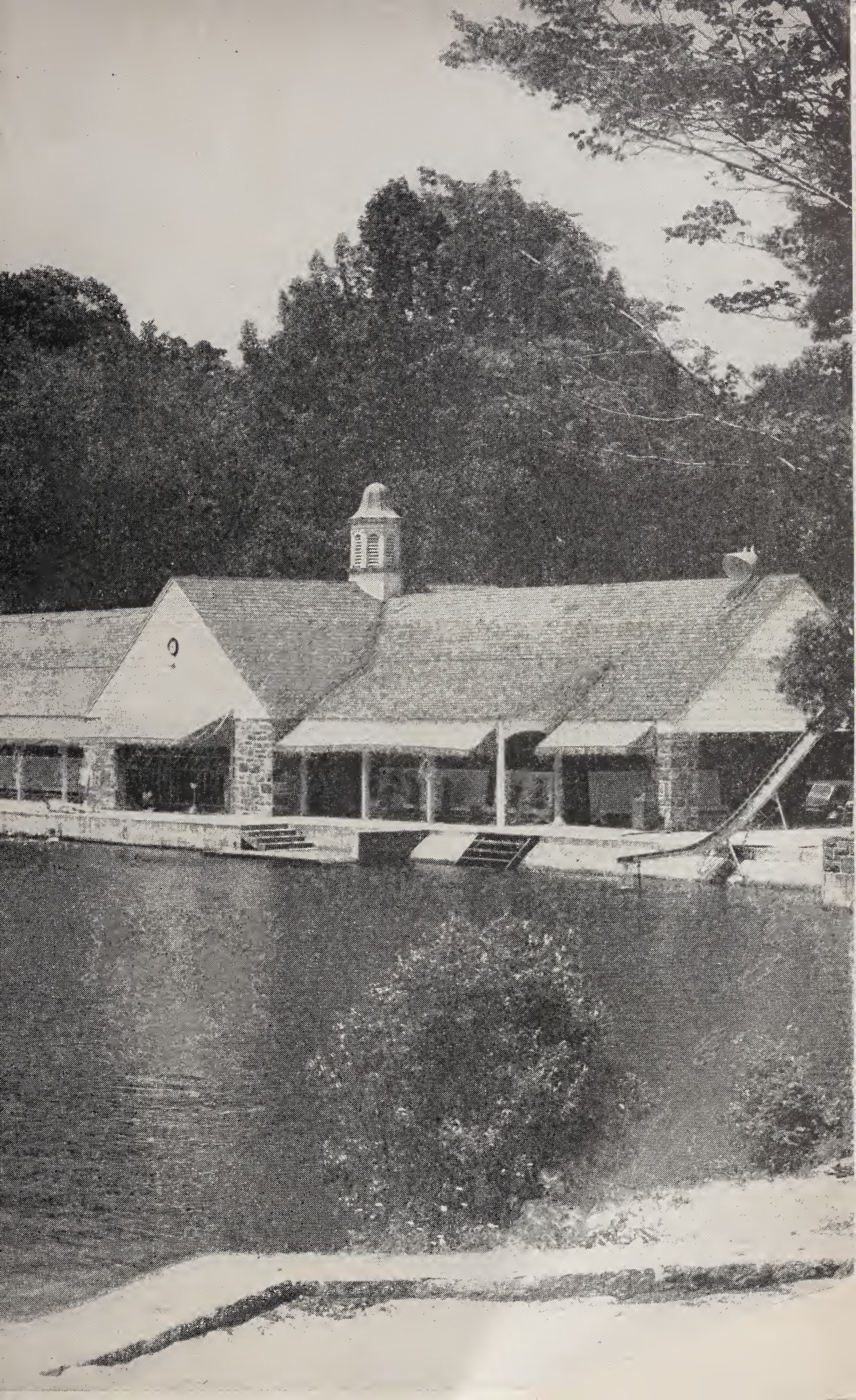
	Reported West Point
Strauss, James P., Lt. Col., arty; B. S., M. P. A.; *AS* *Assistant Professor of Social Sciences*	25 Jun 50
Stumpe, Warren R., Capt., ce; B. S., M. S.; *ES* *Instructor in Mechanics*	1 May 51
Sullivan, Paul F., 2d Lt., sig c; B. S.; *SS* *Instructor in Electricity*	6 May 52
Sullivan, William R., Major, usaf; B. S.; *ATS* *Instructor in Mathematics*	14 Jul 50
Taylor, Franklin W., Major, usaf; B. S *Instructor in Military Topography and Graphics*	11 May 50
Taylor, Glenn W., Lt. Col., usaf; B. A.; *AC&S* *Instructor in Military Psychology and Leadership, Department of Tactics*	5 Jul 52
Terry, Robert D., Lt. Col., sig c; B. S., M. S.; *SS* *Assistant Professor of Electricity*	1 Aug 50
Tetley, Wilfred H., Col., usaf; B. S., M. S.; *CGSC* *Associate Professor of Mechanics*	1 Jun 50
Thigpen, Joseph J., Major, ce; B. S. (L. P. I.), B. S. (USMA), M. S *Assistant Professor of Military Art and Engineering*	15 Aug 51
Tiller, Fritz; B. A., M. A., Ph. D *Assistant Professor of Foreign Languages*	28 Aug 42
Timothy, James S., Major, inf; B. S.; *CGSC* *Cadet Company Tactical Officer*	1 May 52
Tingle, Jack E., Lt., usn; B. S. (USNA) *Cadet Company Tactical Officer*	1 Jul 51
Tomlinson, John G., Capt., arty; B. S.; *AS* *Instructor in Foreign Languages*	8 Jul 49
Traber, Oscar W., Jr., 1st Lt., armor; B. S., M. P. A.; *ArS* *Instructor in Social Sciences*	26 Jun 52
Triol, Thomas F.; B. S., M. A *Instructor in Physical Education, Department of Tactics*	1 Sep 49
Troxel, George H., Jr., Capt., sig c; B. S., M. S.; *SS* *Instructor in Electricity*	26 Jun 50
Turner, Hiram G., Jr., Lt. Col., usaf; B. S., M. A.; *ATS* *Assistant Professor of Social Sciences*	1 Jul 50

	Reported West Point
Ulsaker, Carl C., Major, inf; B. S., M. A.; *CGSC* *Instructor in English*	25 Jun 52
Utley, John H., Lt. Col., sig c; B. A., M. A., Ph. D *Assistant Professor of Foreign Languages*	8 Sep 43
Valpey, Robert G., Capt., usaf; B. S. (USMA), B. Mech. E. (Cornell) *Instructor in Mechanics*	13 Jun 50
Vils, Preben; B. S *Instructor in Foreign Languages*	19 Jul 48
Viollet, Claude; Bac. Ecole Sciences Politiques Certificat Licence, M. A.; *CGSC* *Instructor in Foreign Languages*	18 Nov 46
Walker, Harold S., Jr., Major, armor; B. S., M. A.; *ArS* *Assistant Professor of English*	1 Jul 49
Wallach, Marshall, Lt. Col., armor; B. S.; *CGSC* *Cadet Company Tactical Officer*	7 Jul 52
Ware, Keith L., Lt. Col., inf; *CGSC* *Assistant Director Military Psychology and Leadership, Department of Tactics*	4 Aug 51
Warren, Van Cleave P., Major, inf; B. A., B. S.; *CGSC* *Instructor in Foreign Languages*	11 Jul 49
Waterman, Joseph R., Major, usaf; B. S., M. S.; *ATS* *Instructor in Electricity*	28 Jan 52
Waters, William E., Major, inf; B. S., M. A.; *IS* *Assistant Professor of English*	5 Jun 50
Webel, James B., Major, inf; *CGSC* *Cadet Company Tactical Officer*	9 Jul 51
Welch, Eugene E., Capt., usaf; B. S., LL. B., LL. M *Instructor in Law*	29 Jul 52
Wessels, Robert R., Major, ce; B. S., M. E.; *IS, ES* *Instructor in Military Art and Engineering*	1 May 51
West, Charles W., Col., usa; B. S., LL. B.; *CAS* *Professor and Head of Department of Law*	23 Sep 43
Westbrook, Marston T., Lt. Col., usaf; B. S.; *ATS* *Cadet Company Tactical Officer*	1 Sep 50
Whittington, Jere O., Capt., inf; B. S.; *IS* *Instructor in Foreign Languages*	13 Sep 50

	Reported West Point
Willard, Sumner, Major, agc; B. A., M. A., Ph.D. *Instructor in Foreign Languages*	25 Aug 51
Williams, John G., Jr., Capt., usaf; B. S., M. A. *Instructor in Social Sciences*	2 Feb 50
Wilson, James B., 1st Lt., ord corps; B. S., M. S. *Instructor in Ordnance*	15 Aug 51
Wilson, Louis A., Jr., Capt., usaf; B. S., M. S.; *ATS* *Instructor in Electricity*	22 Aug 51
Wood, Cecil H., Lt. Col., cml c; B. S., M. A., Ed. D.; *CS* *Associate Professor of Physics and Chemistry*	30 Apr 42
Woodyard, William T., Lt. Col., usaf; B. S., M. A.; *CGSC* *Assistant Professor of Physics and Chemistry*	21 Jun 51
Yates, Robert C., Lt. Col., ce; B. A., B. S., M. A., Ph. D. *Associate Professor of Mathematics*	15 Jun 42
Young, Mason J., Jr., Major, arty; B. S.; *AS* *Cadet Company, Tactical Officer*	8 Jul 52
Zepeda, Francisco, Lt. Col., Mexican Army; B. S. *Instructor in Foreign Languages*	18 Jul 51
Zillmer, David, Major, inf; B. S.; *IS* *Instructor in Foreign Languages*	26 Jun 49



Delafield Pond



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The Association of Graduates of the United States Military Academy was established in 1869, and the first meeting was held on 17 June 1870. Annual meetings have been held since at West Point during Graduation Week. The association was incorporated under the laws of the State of New York on 13 November 1891.

The purposes of the Association are "To acquire and disseminate information on the history, activities, objectives, and methods of the United States Military Academy; to acquire and preserve historical materials relating to that institution; and to encourage and foster the study of Military Science there by young men."

Graduates, and former cadets who attended at least one academic term at the Academy, are eligible for membership. Approximately 91 percent of the more than 13,000 living graduates and many former cadets who are not graduates are members.

The Association regularly disseminates information about West Point and the activities of its graduates principally by the two publications which it sponsors: the annual REGISTER OF GRADUATES AND FORMER CADETS, U. S. M. A., that includes a summary of the record of each entry and that tells, whenever possible, where he is and what he is doing; and the quarterly magazine, ASSEMBLY, which gives current information about the Military Academy and its alumni. The REGISTER is edited by Major General Robert M. Danford, '04; ASSEMBLY, by Colonel Charles N. Branham, '22. Both are published by the West Point Alumni Foundation, Inc., 381 Fourth Avenue, New York 16, N. Y. The Foundation is a nonprofit corporation that exists for the sole purpose of assisting the Association of Graduates, U. S. M. A., by publishing the quarterly alumni magazine ASSEMBLY and the annual REGISTER OF GRADUATES AND FORMER CADETS, U. S. M. A. The Foundation has permission, under Army Regulations. to use the name "West Point" and the name, colors, insignia, and other devices of the United States Military Academy in connection with these publications, doing so as a private organization operating without expense to the Government and without official connection with, or sponsorship by, the Department of the Army or the United States Military Academy.

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APPENDICES

I. PHYSICAL REQUIREMENTS

a. Ears and Hearing.—Auditory acuity of all candidates will be determined by both the whispered and spoken voice and by the audiometer. At the time of examination the candidate should be free of upper respiratory infection. Hearing by both the spoken voice and the whispered voice must be 15/15 in each ear. Loss of hearing as determined by the audiometer must not be greater than 15 decibels in any of the frequencies 500, 1,000, and 2,000, nor greater than 30 decibels in either of the frequencies 4,000 or 8,000. The determination of hearing acuity should be accomplished with a standardized audiometer in a quiet room (one in which the over-all noise level as measured by a sound level meter is not more than 40 decibels, or one in which the threshold of a normal ear during an audiometric test is not changed by the ambient noise in the room). Examination should be performed after all wax has been removed from the auditory canal. Existing perforation of the membrana tympani, regardless of etiology, is a cause for rejection. Both ears must be free from any disfiguring or incapacitating abnormality and from acute or chronic disease.

The following conditions are also causes for rejection: acute or chronic suppurative otitis media, chronic catarrhal otitis media; acute or chronic mastoiditis; severe fungus or other severe chronic infection of the external auditory canal; and severe atresia of the external auditory canal or tumors of this part.

b. Eyes and Vision.—Visual acuity as determined by the visual test types (without a cycloplegic) must not be less than 20/30 in each eye without glasses, correctible with glasses to 20/20 in each eye, when no organic disease in either eye exists. In all cases the actual vision of each eye, and the correcting lenses, if required, will be reported. Careful inquiry will be made by the Board of symptoms of asthenopia, and any symptoms elicited will be reported. The refractive error will be determined by a cycloplegic examination, unless contra-indicated medically, in all cases where the candidate's uncorrected vision is less than 20/20 in either eye, and in other instances when indicated. Errors of refraction will be a cause for rejection, even though the visual acuity falls within acceptable limits. Total hyperopia of more than two (2.0) diopters or total myopia of more than three-quarters (0.75) diopter in any meridian in either eye is cause for rejection. Muscle balance of the eyes will be determined by the Maddox Rod Screen Test at twenty feet in all cases and will be reported in prism diopters. Esophoria of more than 10 prism diopters, exophoria of more than 5 prism diopters, hyperphoria of more than 1 prism diopter, and heterotropia, are causes for rejection. Both eyes must be free from any disfiguring or incapacitating abnormality or from acute or chronic disease.

The following conditions are also causes for rejection: impairment of the sense of color perception in a pronounced degree; trachoma, or xerophthalmia; chronic conjunctivitis; pterygium encroaching upon the cornea; complete or extensive destruction of the eyelids; disfiguring cicatrices, adhesions of the lids to each other or to the eyeball; inversion or eversion of the eyelids, or lagophthalmus; trichiasis, ptosis, blepharospasm, or chronic blepharitis; ipiphora, chronic dacryocystitis, or lachrymal fistula; chronic keratitis, ulcers of the cornea, staphyloma, or corneal opacities encroaching on the pupillary area and reducing the acuity of vision below the standard noted above: irregularities in the form of the iris, or anterior or posterior synechiae sufficient to reduce the visual acuity below the standard; opacities of the lens or its capsule, sufficient to reduce the acuity of vision below the standard, or progressive cataract of any degree; extensive coloboma of the choroid or iris, absence of pigment, glaucoma, iritis, or extensive or progressive choroiditis, retinitis, detachment of the retina, neuroretinitis, optic neuritis or atrophy of the optic nerve; loss or disorganization of either eye, or pronounced exophthalmus, true nystagmus; or permanent or well-marked strabismus; diplopia, or night blindness; abnormal conditions of the eyes due to disease of the brain; malignant tumors of the lids of the eyeballs; ashtenopia accompaying any ocular defect.

c. Teeth.

(1) No candidate will be accepted unless he has a minimum of six serviceable masticating teeth (bicuspids or molars) above and six below, and also four serviceable incisor teeth (incisors or cuspids) above and four below. All of these teeth must be serviceably opposed by serviceable natural teeth, or by artificial teeth or serviceable bridges or dentures as authorized in (2) below.

(2) Any or all of the required upper teeth may be supplied by serviceable bridges or dentures. Lower teeth may be supplied by serviceable bridges or partial dentures provided the candidate has sufficient serviceable natural teeth to retain and adequately stabilize these appliances.

(3) A natural tooth will not be considered serviceable if:

(*a*) It has an unfilled cavity, or a cavity filled with a temporary material.

(*b*) It supports a defective filling or defective crown.

(*c*) It is a deciduous tooth.

(*d*) It is nonvital, unless the root canal has been properly filled and there is no evidence of pathology.

(*e*) It is elongated or otherwise malposed so that it cannot be brought into serviceable occlusion with opposing natural or artificial teeth.

(*f*) There is marked destruction of the supporting tissues of the tooth.

(4) A prosthetic appliance will be considered serviceable only if it meets generally accepted standards of design, construction, and tissue

adaptation. Any abutment or retaining teeth must themselves be serviceable.

(5) Causes for rejection are:

(*a*) Failure to meet the minimum requirements of (1) above.

(*b*) Disfiguring spaces between the anterior teeth.

(*c*) Severe malocclusion which is disfiguring, which interferes with the mastication of a normal diet, or which has resulted in secondary pathological changes.

(*d*) Any malformation or malrelation of the jaws which prevents the construction of serviceable prosthetic replacements needed to meet the requirements of (1) above, or which would prevent the construction of serviceable replacements if the natural teeth were lost.

(*e*) Cysts, chronic infections, and severe periodontoclasia. Other oral pathological conditions such as impacted, unerupted, or malposed teeth when these conditions may have a harmful effect on adjacent structures or on the health of the individual.

(*f*) Unserviceable prosthetic appliances.

(*g*) Orthodontic appliances, except when required only for retention, after all active movement of the teeth has been completed.

d. Physical proportions.—The requirements of the following tables of physical proportions are for growing youths and are for guidance in connection with the other data of the examination, a consideration of all of which will determine the candidate's physical eligibility. Mere fulfillment of the requirements of the standard tables does not determine eligibility.

Height	Weight		Minimum chest measurement at expiration	Height	Weight		Minimum chest measurement at expiration
	Minimum	Maximum			Minimum	Maximum	
Inches	*Pounds*	*Pounds*	*Inches*	*Inches*	*Pounds*	*Pounds*	*Inches*
66	120	170	30.50	72	144	203	32.50
67	124	175	30.50	73	148	209	32.50
68	128	181	31.00	74	152	214	33.00
69	132	186	31.50	75	156	219	33.00
70	136	192	32.00	76	160	225	33.50
71	140	197	32.00				

NOTE.—Fractions of an inch will be reduced to the quarter of an inch, but candidates must be at least 66 inches in height. No candidate will be accepted who is more than 76 inches in height. Heights to be taken without shoes and weight without clothes.

Medical examiners will recommend rejection of individuals who show poor physical development and those who appear to be undesirable candidates because of excess fat, even though their measurements may come within the figures stated in the above table. In such instances, the report will show in detail the findings upon which recommendation for rejection is based.

Recommendation for waiver of excess weight will be made in cases in which the general appearance and conformation of the candidate and the remainder of the examination clearly indicate that he is of the robust type and there is no tendency to obesity, endocrine imbalance, cardiovascular disease, or other defect which is likely to shorten the period of useful active service normally expected of an Army or Air Force officer.

Height	Weight	Chest measurement at expiration	Height	Weight	Chest measurement at expiration
Inches	*Pounds*	*Inches*	*Inches*	*Pounds*	*Inches*
63	100	29½	67	115	30½
64	102	29¾	68	122	30¾
65	107	30	69	127	31
66	110	30¼	70	130	31¼

e. Additional causes for physical disqualification.

(1) *In general:*

(*a*) A deformity which is markedly unsightly or which impairs general functional ability to such an extent as to prevent performance of military duty.

(*b*) Chronic malaria.

(*c*) Active tuberculosis; a clinical history of active tuberculosis within 5 years; inactive tuberculosis, except as specified in Army Regulations.

(*d*) Leprosy; actinomycosis.

(*e*) Nutritional deficiencies if not easily remediable, or if disqualifying residuals are present.

(*f*) Acute rheumatic fever or chorea within the preceding 2 years or a substantiated history of recurrences at any time.

(*g*) Osteoarthritis (hypertrophic arthritis) except as indicated in Army Regulations; rheumatoid arthritis (atrophic arthritis); severe chronic myositis or fibrositis.

(*h*) Syphilis involving the cerebrospinal system, the cardiovascular system, or the viscera, or causing destructive lesions.

(*i*) Malignant disease of any kind in any location or substantiated history of same unless successfully treated five or more years previously.

(*j*) Active osteomyelitis; a substantiated history of osteomyelitis, except when successfully treated two or more years previously without subsequent recurrence or disqualifying sequelae.

(*k*) Filariasis: trypanosomiasis; amoebiasis; schistosomiasis; uncinariasis, if severe.

(*l*) Hemophilia; thrombocytopenic purpura; primary pernicious anemia; splenic anemia; aplastic anemia; sickle cell anemia; congenital hemolytic anemia uncorrected by splenectomy; polycythemia vera.

(*m*) Gout.

(*n*) Migraine, when recurrent, and of incapacitating degree.

(*o*) Asthma, unless there is a substantiated history of absence of symptoms since the age of 12.

(*p*) Diabetes mellitus or insipidus; renal glycosuria; acromegaly; gigantism; myxedema; cretinism; Addison's disease, or other endocrine disease which is not easily remediable.

(2) *The skin:*

(*a*) Eczema of long standing which is resistant to treatment.

(*b*) Pemphigus; lupus vulgaris.

(*c*) Actinomycosis; dermatitis herpetiformis, if of long duration; mycosis fungoides.

(*d*) Psoriasis, if more than mild.

(*e*) Acne of the face or neck which is so pronounced as to be definitely unsightly.

(*f*) Ulcerations of the skin not amenable to treatment, or those of long standing or of considerable extent or of syphilitic, tuberculous, malignant, or leprous origin.

- (*g*) Extensive, deep, or adherent scars that interfere with muscular movements or with the wearing of the military uniform or that show a tendency to break down and ulcerate.
- (*h*) Naevi or vascular tumors if extensive, unsightly, or exposed to constant irritation.
- (*i*) Chronic fungus infection when extensive and not amenable to treatment.
- (*j*) Exfoliative dermatitis.
- (*k*) Chronic lichen planus; scleroderma.
- (*l*) Allergic dermatoses, if severe.
- (*m*) Plantar warts on weight-bearing areas.
- (*n*) Pilonidal cyst, if evidenced by the presence of a tumor mass or discharging sinus.
- (*o*) Cysts and benign tumors of such a size and/or location as to interfere with the normal wearing of military equipment.
- (*p*) Malignancy of any kind or substantiated history of same, unless successfully treated five or more years previously.
- (*q*) Any other chronic skin disease of a degree which renders the individual unfit for military duty or so disfiguring as to render the individual objectionable in ordinary social relationships

(3) *The head and scalp:*

- (*a*) Depressions, exostoses, and other deformities of the skull of a degree which would prevent wearing of the military headgear.
- (*b*) Deformities of the skull of any degree associated with underlying disease of brain, meninges, spinal cord, or peripheral nerves.
- (*c*) Depressed fractures or loss of bony substance of the skull

(4) *The face:*

- (*a*) Unsightly deformities of such a degree that the individual is objectionable in ordinary social relationships.
- (*b*) Naevi or vascular tumors large enough to be severely disfiguring or so located as to be subjected to irritation.
- (*c*) Persistent facial neuralgia; tic douloureux; paralyses of facial muscles.
- (*d*) Ununited fractures; osseous cysts; extensive exostoses.
- (*e*) Malignancy or substantiated history thereof, unless successfully removed five or more years previously.
- (*f*) Complete or partial ankylosis; and inadequately reduced or recurrent dislocations of temporo-mandibular articulation.

(5) *Mouth, nose, fauces, pharynx, larynx, trachea, esophagus:*

- (*a*) Deformities or destructive disease of the nose, mouth, tongue, pharynx, larynx, trachea or esophagus, which interfere with proper mastication, speech, respiration, or deglutition.
- (*b*) Malignancy or substantiated history of same unless successfully treated five or more years previously.
- (*c*) Chronic sinusitis, if more than mild, and if not amenable to therapy; hay fever, if more than mild or if not controlled by therapy.
- (*d*) Chronic atrophic rhinitis with offensive odor (ozena).
- (*e*) Perforation of hard palate; paralysis of soft palate.
- (*f*) Perforation of the nasal septum when associated with interference of function, ulcerations or crusting, or when caused by organic disease.
- (*g*) Nasal obstruction caused by septal deviation, hypertrophic rhinitis, or other causes, if sufficient to produce mouth breathing.
- (*h*) Harelip, unsightly mutilations of the lips.
- (*i*) Laryngeal paralysis; aphonia.
- (*j*) Chronic laryngitis if not amenable to therapy.

(6) *The neck:*

- (*a*) Cervical adenitis other than of benign origin, including malignancy, Hodgkin's disease, blood dyscrasias, or active tuberculous adenitis.

(*b*) Thyrotoxicosis or a substantiated history of the same whether or not thyroidectomy has been performed.

(*c*) Nonspastic contraction of the neck musculature or cicatricial contracture of the neck which prevents the wearing of military equipment, or interferes with normal movements.

(*d*) Cervical rib when symptomatic; scalenus anticus syndrome.

(*e*) Congenital cysts of bronchial cleft origin or those developing from the remnants of the thyroglossal duct, with or without fistulous tracts.

(7) *The chest wall:*

(*a*) A chest expansion of less than 2 inches.

(*b*) Deformities or malformations of the chest which reduce chest capacity and diminish cardiac or respiratory function to a degree which interferes with vigorous physical exertion, or which produce disfigurement when the applicant is dressed.

(*c*) Malignant tumors of the breast or chest wall or substantiated history of same, unless successfully treated five or more years previously in the absence of disqualifying residuals.

(*d*) Unhealed sinuses of the chest wall.

(8) *The lungs:*

(*a*) Active tuberculosis of any degree or extent.

(*b*) A history of tuberculosis clinically active within the preceding 5 years.

(*c*) A substantiated history of, or X-ray findings of, tuberculosis of more than minimal extent, at any time.

(*d*) Pleurisy with effusion of undetermined origin within the preceeding 3 years.

(*e*) Recurrent spontaneous pneumothorax within the preceding 3 years.

(*f*) Residual sacculation due to empyema; unhealed sinuses of the chest wall following operation for empyema.

(*g*) Chronic bronchitis, if more than mild, or if mild and does not respond to therapy.

(*h*) Bronchiectasis.

(*i*) Bronchial asthma, except a history of childhood asthma with a trustworthy history of freedom from symptoms since the age of 12.

(*j*) Bullous or generalized pulmonary emphysema.

(*k*) Multiple cystic disease of the lung.

(*l*) Silicosis as represented in the roentgenogram by strandlike and nodular shadows; and other form of severe pulmonary fibrosis.

(*m*) Chronic abscess of the lung.

(*n*) Chronic mycotic disease of the lung, including coccidiomycosis.

(*o*) Foreign body in the lung or mediastinum causing symptoms, or active inflammatory reaction.

(*p*) Chronic fibrous pleuritis of such extent as to interfere with respiratory function or to obscure a lung field in roentgenograms.

(*q*) History of pneumonectomy or lobectomy.

(*r*) Malignancy of the trachea, bronchi, lungs, pleura, or mediastinum.

(9) *The heart and vascular system.*

All questionable findings will be thoroughly investigated over a sufficient period of time to determine their significance. Any evidence of organic heart disease will be considered as cause for rejection. When a candidate is found to have a systolic blood pressure of 140 mm. or more, or a diastolic blood pressure of 90 mm. or more, a series of readings, both a. m. and p. m. will be taken over a period of 3 days or more in order to determine if the arterial hypertension is constant and, if possible, the causes thereof. All readings will be taken with the individual relaxed and in the sitting position after a period of normal physical activity. A period of recumbency prior to taking readings will not be used.

(*a*) Cardiac decompensation; congestive circulatory failure.

(*b*) All organic valvular diseases of the heart.

- (*c*) Coronary heart disease and/or myocardial infarction; true angina pectoris, or verified history thereof.
- (*d*) Paroxysmal tachycardia within the preceding 5 years, or at any time if recurrent or disabling.
- (*e*) Substantiated history of rheumatic fever or chorea within the previous 2 years or of recurrent attacks of rheumatic fever or chorea at any time.
- (*f*) Recurrent thrombophlebitis; thrombophlebitis when the thrombus is persistent or when there is evidence of circulatory obstruction in the involved vein.
- (*g*) Hypertension evidenced by persistent readings of 140 mm. or more systolic, or persistent diastolic pressures over 90 mm.
- (*h*) Electrocardiographic evidence of auricular flutter, ventricular tachycardia, A-V block (complete or partial), bundle branch block, or myocardial infarction.
- (*i*) Pericarditis; endocarditis; myocarditis; or myocardial insufficiency.
- (*j*) Orthostatic hypotension, or tachycardia, if marked and persistent.
- (*k*) Congenital disease or deformity of the heart or great vessels.
- (*l*) Aneurysm.
- (*m*) Peripheral vascular disease including Raynaud's disease, Buerger's disease (thromboangitis obliterans), erythromelalgia, arteriosclerotic and diabetic vascular disease. Special tests will be employed in doubtful cases.
- (*n*) Varicose veins if large, or if associated with edena or with skin ulceration.
- (*o*) Syphilitic aortitis.

(10) *Abdominal organs and wall.*

- (*a*) Wounds, injuries, cicatrices, or weakness of muscles of the abdominal walls sufficient to interfere with function.
- (*b*) Fistulae from visceral or bony lesions or following operation.
- (*c*) Hernia of any variety, other than small umbilical.
- (*d*) Chronic diseases of the stomach or intestines.
- (*e*) Peptic ulcer, if the diagnosis is confirmed by the usual X-ray and laboratory procedures, or a substantiated history.
- (*f*) History of gastrectomy (subtotal or total) gastroentrostomy, resection of peptic ulcer, partial resection of large or small intestine, or operation for relief of intestinal adhesions.
- (*g*) Acute or chronic colecystitis with or without cholelithiasis.
- (*h*) Chronic disease of liver, pancreas, or spleen.
- (*i*) Visceral malignancy of any kind unless successfully treated five or more years previously.
- (*j*) Syphilis involving viscera.
- (*k*) Splenectomy for any cause other than trauma or congenital hemolytic jaundice.
- (*l*) Chronic enlargement of liver or spleen.
- (*m*) Jaundice or substantial history of recurrent jaundice.
- (*n*) Amoebiasis; uncinariasis, if severe.
- (*o*) Proctitis, stricture or prolapse of rectum.
- (*p*) External or internal hemorrhoids if large in size or symptomatic.
- (*q*) Fistula in ano; ischiorectal abscess.
- (*r*) Megacolon; diverticulitis; ileitis; or ulcerative colitis.
- (*s*) Incontinence of feces.
- (*t*) Marked engorgement of superficial abdominal vessels.

(11) *The genito-urinary system, including venereal diseases.*

A serologic test for syphilis will be required of all candidates. A negative report will be accepted as satisfactory evidence of freedom from syphilis in the absence of a history of, previous treatment for, or clinical signs of syphilis. A positive or doubtful report will be rechecked by both a Kahn and Wassermann test within 3 days. An authentic history of syphilis of any type is cause for rejection without further laborary procedure. A repeated positive serologic test, in the absence of a history of syphilis, will be accepted as evidence of the disease and considered cause for rejection. If, on repeated serologic tests, the results remain doubtful or positive and, after careful history and physical examination, the individual presents no evidence of having had syphilis at any time, the Department of the Army will notify him whether or not he is eligible for a 3-month observation period and designate the time and place for the reexamination. During this 3-month period, he will have a quantitative serologic test for syphilis performed every 3 weeks. At the end of the 3-month observation period, providing the individual's physical condition remains the same, and his serologic tests have become negative, he will be considered nonsyphilitic and qualified. Those individuals with confirmed positive reactions will be rejected. A positive spinal fluid test for syphilis at any time will be cause for rejection.

When albumin or casts are found in the urine, the cause will be determined, if possible. Specimens from the individual concerned will be examined twice daily, morning and afternoon, for 3 successive days. These specimens will be collected while the individual is carrying on his normal activities. Persistent albuminuria of any type or the persistence of casts in the urine will be a cause for rejection, even though the etiology thereof cannot be determined. If glucose is found in the urine of the first examination, the candidate will be subjected to further observation, including a fasting blood sugar determination. A glucose tolerance test will be made when indicated. The glucose tolerance test is most reliable when it follows 3 days of a high carbohydrate (300 grams daily) diet. A statement will be made whether or not the 3-day diet was used.

(*a*) Complications of gonorrhea, including stricture of the urethra, gonorrheal arthritis, acute prostatitis, seminal vesiculitis, and epididymitis.

(*b*) Syphilis involving the cardiovascular, cerebrospinal, or visceral systems or causing destructive lesions of the nasopharynx.

(*c*) Granuloma inguinale.

(*d*) Active lymphogranuloma venereum.

(*e*) Acute or chronic nephritis, diabetes mellitus or insipidus, or renal glycosuria.

(*f*) Malignancy of the kidney, bladder, prostate, or genitalia, except when treated successfully at least 5 years previously and without incapacitating residuals.

(*g*) Genito-urinary tuberculosis

(*h*) Undescended testicle which lies within the inguinal canal.

(*i*) Varicocele or hydrocele if large or painful.

(*j*) Hermaphroditism; infantile genital organs.

(*k*) Amputation of the penis.

(*l*) Epispadias or hypospadias when urine cannot be voided without soiling the clothing or surroundings or when accompanied by evidence of chronic infection of the genito-urinary tract.

(*m*) The presence of unilateral or bilateral renal calculus, demonstrable by X-ray; a substantiated history of bilateral renal calculus at any time.

(*n*) Floating kidney; hydronephrosis; pyonephrosis, pyelonephrosis, or absence of one kidney.

(*o*) Chronic orchitis or epididymitis.

(*p*) Acute or chronic cystitis.

(*q*) Retention or true incontinence of urine.

(*r*) Vesical calculi.

(*s*) Hypertrophy of the prostate gland with urinary retention; history of prostatectomy or transurethral resection.

(*t*) Urethral stricture; tumors of the bladder; or urinary fistula.

(*u*) Pronounced atrophy of both testicles or absence of both.

(12) *Upper extremity, shoulder, and upper spine.*

- (*a*) Any anomaly in number, form, proportion, or movement of the extremities which produces noticeable deformity or interferes with function.
- (*b*) Loss of fingers in excess of the provisions of Army Regulations.
- (*c*) Benign tumors if sufficiently large to interfere with function.
- (*d*) Malignancy of any kind unless successfully treated five or more years previously without incapacitating residuals.
- (*e*) Old ununited or malunited fractures which interfere with function.
- (*f*) Resection of a joint or amputation of any portion of a limb except fingers as specified in Army Regulations.
- (*g*) Old unreduced or a substantiated history of recurrent dislocations of major joints.
- (*h*) Muscular paralysis, contraction, or atrophy if progressive or of sufficient degree to interfere with function.
- (*i*) Scars which interfere with function or which show a tendency to break down and ulcerate.
- (*j*) Active osteomyelitis; or history of osteomyelitis if residuals are incapacitating.
- (*k*) Symptomatic osteoarthritis; rheumatoid arthritis.
- (*l*) Healed fractures of vertebrae with symptoms.
- (*m*) Scoliosis, kyphosis, rotoscoliosis, or lordosis in which there is a noticeable deformity when the candidate is dressed or in which there is a deviation of more than 2 inches from the normal position or in which there are symptoms or interference with function.

(13) *Lower extremity, pelvic girdle, and lower spine.*

Suitable exercise will be employed to determine the strength of the arches of the feet. Weak or painful feet are cause for rejection regardless of whether or not the arch is flattened. In reporting the presence of flat feet a careful estimate of the degree of flattening, as first, second, or third degree, will be made and reported, as well as other abnormalities, such as eversion, rotation, etc.

- (*a*) Any anomaly in number, form, proportion, or movement of the extremities which produce noticeable deformity or interfere with function.
- (*b*) Old ununited or malunited fractures with sufficient shortening or deformity to prevent the performance of military duty.
- (*c*) Old unreduced or recurring dislocations of any of the major joints.
- (*d*) Muscle paralysis, contraction, or atrophy of sufficient degree to disturb function and to prevent performance of military duty.
- (*e*) Extensive, deep, or adherent scars of sufficient degree to interfere with muscular movements and performance of military duty, or subject to ulceration.
- (*f*) Varicose veins if more than mild or if associated with edema or with ulceration of the skin, or its residual scars.
- (*g*) Pes planus or deformed and rigid feet which are painful on walking or hopping on the toes. Marked pronation of the foot with inward rotation of the astragulus whether symptoms are present or not.
- (*h*) Knock-knee or bowlegs, if severe.
- (*i*) Hallux valgus if severe and associated with marked exostosis or bunion.
- (*j*) Clubfoot.
- (*k*) Pes cavus if severe and producing symptoms; claw toes.
- (*l*) Loss of either great toe or loss of any two toes on same foot.
- (*m*) Injuries or diseases of bone or of major joints which interfere with function and weight-bearing power.
- (*n*) Sciatica or other chronic neuralgias.

(*o*) Chronic synovitis, dislocated semilunar cartilage or loose body of the knee, if not so corrected by surgery as to meet the requirements in Army Regulations.

(*p*) Active osteomyelitis; or a substantiated history of osteomyelitis, except when treated successfully two or more years previously without subsequent recurrent or disqualifying sequelae.

(*q*) Symptomatic osteoarthritis; rheumatoid arthritis.

(*r*) Plantar warts on weight-bearing areas.

(*s*) Spondylolisthesis; herniated nucleus pulposus (herniation of an intervertebral disk) or history of operation for this condition.

(*t*) Disease of the sacroiliac and lumbo-sacral joints which is chronic in nature and obviously associated with pain referred to legs, muscular spasm, postural deformities, and/or limitation of motion in the region of the lumbar spine.

(14) *Neurological disorders.*

(*a*) Neurosyphilis of any form (general paresis, tabes dorsalis, meningovascular syphilis).

(*b*) Multiple sclerosis.

(*c*) Encephalomyelitis.

(*d*) Cerebellar ataxia; Friedreich's ataxia.

(*e*) Athetoses; Huntington's chorea; Sydenham's chorea.

(*f*) Muscular atrophies and dystrophies of any type.

(*g*) Cerebral arteriosclerosis.

(*h*) Meningitis or post-meningitic sequelae.

(*i*) Paralysis agitans; post-encephalitic syndromes.

(*j*) Incapacitating chronic or recurrent neuritis or neuralgia; multiple neuritis; neurofibromatosis; severe injuries to peripheral nerves.

(*k*) Incapacitating residuals of concussion or severe cerebral trauma; post-traumatic cerebral syndromes.

(*l*) Paroxysmal convulsive disorders and disturbances of consciousness (grand mal, petit mal, psychomotor attacks, or narcolepsy).

(*m*) Spasmodic torticollis.

(*n*) Tumors of the brain or spinal cord, whether operated on or unoperated.

(*o*) Spinal bifida if associated with neurological manifestations.

(*p*) Meningocoele, even if uncomplicated.

(*q*) Meniere's disease.

(15) *Psychiatric disorders.*

(*a*) Psychosis or authenticated recent history of psychosis.

(*b*) Moderate to severe chronic psychoneurotic reactions which have been incapacitating.

(*c*) Marked degrees of character and behavior disorders which have prevented a good adjustment with particular reference to any antisocial tendencies, overt homosexuality, chronic alcoholism, or drug addiction.

II. SAMPLE QUESTIONS, MENTAL EXAMINATION

(not complete examinations)

1. MATHEMATICS ACHIEVEMENT (one and one-half hours)

The following problems illustrate the difficulty and the subject matter of the examination. A sample answer sheet and a list of the correct answers for these questions follow the description of the West Point Aptitude Test.

Directions.—In this examination, five possible answers, lettered A through E, are given immediately following each problem. On the answer sheet you will find, for each problem, five pairs of lines lettered A to E. Solve each problem, using the blank space at the right of the page for scratchwork. Then indicate on the answer sheet the one correct answer by making a heavy black mark between the lines under the letter corresponding to that answer.

Note.—Figures accompanying problems are not necessarily drawn to scale.

USE THIS SPACE FOR FIGURING.

1. If $p^n=x$, $p^{-n}=(?)$

(A) $-x$ (B) $\frac{-x}{n}$ (C) $\frac{1}{x^{2n}}$

(D) $\frac{1}{x^n}$ (E) $\frac{1}{x}$

2. Two triangles of equal areas have bases equal to 10 inches and 16 inches, respectively. What is the ratio of the altitude of the first triangle to the altitude of the second triangle?

(A) 25 to 64 (B) 5 to 8 (C) $\sqrt{10}$ to 4

(D) 4 to $\sqrt{10}$ (E) 8 to 5

3. As shown in Figure 1, town *P* is 50 miles due east of airfield *T*. A plane flies in a direction $x°$ north of east from *T*. When the plane is directly north of *P*, how many miles is it from *T*?

(A) $\frac{50}{\cos x°}$ (B) $50 \tan x°$ (C) $50 \cos x°$

(D) $\frac{\cot x°}{50}$ (E) $\frac{\sin x°}{50}$

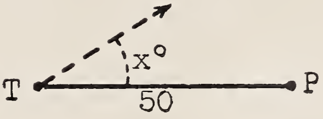

Figure 1

4. The national output of coal is normally *x* tons per month. If a certain coal mine from which *n* tons of coal are obtained each month is shut down for 1 month, what fraction of the normal national output per month is the reduced output for that month?

(A) $\frac{x-n}{x}$ (B) $\frac{x}{x+n}$ (C) $\frac{n-1}{n}$

(D) $\frac{nx-n}{x}$ (E) $\frac{x+n}{x}$

5. In Figure 2, points *P*, *Q*, *R*, and *S* all lie on a circle. *PR* and *QS* intersect at *K*. If $QK=12$, $RK=6$, and $SK=4$, then $PK=(?)$

(A) 2 (B) 6 (C) 8 (D) 10 (E) 18

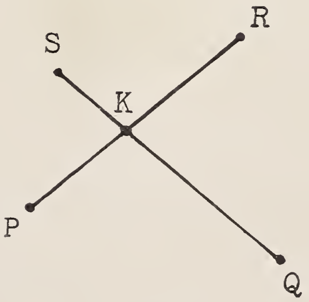

Figure 2

6. If $\log_{10}x=3+\log_{10}4$, $x=(?)$

(A) 7 (B) 12 (C) 250

(D) 1004 (E) 4000

2. ENGLISH ACHIEVEMENT (one and one-half hours)

The practice questions below are illustrative of the general nature and difficulty of the examination. One or two other types of questions may be included in addition to, or in place of, those given below. A sample answer sheet and a list of the correct answers for the practice questions follow the description of the West Point Aptitude Test.

Directions.—Each question below consists of a group of four words, two of which are approximately *opposite* to each other in meaning. Decide which two words in each group are most nearly *opposite* and blacken the space beneath the corresponding pair of numbers on the answer sheet; i. e., mark the space between the dotted lines beneath "1–2" if words numbered 1 and 2 are opposite, beneath "2–4" if words 2 and 4 are opposite, beneath "3–4" if words 3 and 4 are opposite, etc. Mark only one set of dotted lines for each answer.

1. 1—tributary 2—aggrieved 3—vincible 4—appeased
2. 1—eminence 2—learning 3—ignominy 4—latitude
3. 1—foreign 2—affluent 3—indigent 4—persuasive

Directions.—Each of these questions consists of four words numbered 1 to 4. In some of the questions there is *one* misspelled word; in some of the questions all the words are spelled correctly. You are to decide which one of the four words, if any, is misspelled and blacken the space beneath the corresponding number on the answer sheet. If there is *no* spelling error in a question, blacken the space beneath the "O." No question contains more than one misspelled word.

4. 1—digestion 2—antagonistic 3—paralysis 4—herisy
5. 1—committed 2—embarass 3—pronunciation 4—villain
6. 1—inspirational 2—species 3—irreconcilable 4—miscellaneous

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Directions.—Certain portions of the sentences below are underlined and numbered. On the right-hand side of the page are suggested several ways of writing or punctuating each underlined portion. Choose the answer which is *best* for formal writing and blacken the space beneath the corresponding number on the appropriate line of the answer sheet.

Our staff reported yesterday that they have not yet deciphered the message.
7

7. (1) have not yet deciphered
(2) had not yet deciphered
(3) did not yet decipher

Shelley exerted a strong influence on Browning when he was young.
8

8. (1) when he was young
(2) when the latter was young
(3) at an early age
(4) early in his life

No one was much taken by the applicant's personality, though his credentials
9
indicated that he was pleasant, intelligent, and friendly.

9. (1) , though (2) : though
(3) ; though (4) . Though

Shakespeare is the most universally loved of all poets.
10

10. (1) of all poets
(2) of any poet
(3) of any poets
(4) of any other poets

Directions.—Each incomplete statement below is followed by five suggested completions, only *one* of which is correct. Select the correct completion and blacken the space beneath the corresponding number on the answer sheet.

11. Washington Irving's works are characterized by
1—concern with industrial problems
2—cool impersonality

3—humor and sentimentality
4—bitter satire of his rivals
5—championship of feminism

12. The writing most characteristic of the Romantic Period is
    1—lyric poetry
    2—the drama
    3—satire
    4—the sonnet sequence
    5—scientific prose

13. The idea that people without great wealth, noble birth, or exceptional beauty are fit subjects for poetry finds conspicuous expression in
    1—Shakespeare's sonnets
    2—Pope's *The Rape of the Lock*
    3—Dryden's *Absalom and Achitophel*
    4—Wordsworth's *Composed upon Westminster Bridge*
    5—Gray's *Elegy Written in a Country Churchyard*

3. UNITED STATES HISTORY ACHIEVEMENT (one and one-half hours)

The achievement test in United States History will consist entirely of questions of the multiple-choice type. The samples below illustrate the kinds of questions which will be asked and indicate the difficulty and the subject-matter coverage of the examination. A section of map questions may also be included. A sample answer sheet and a list of the correct answers for the sample questions follow the description of the West Point Aptitude Test.

Directions.—Each incomplete statement below is followed by five words, phrases, or clauses, *one* of which will complete the statement correctly. Select the correct completion and blacken the space beneath the corresponding number on the appropriate line on the answer sheet.

1. The Granger movement was supported by
    1—the great cattlemen of the West who wanted the open range retained for their herds
    2—owners of grain elevators who wished to stimulate the production of wheat
    3—people interested in preserving the forests of the United States
    4—pioneers who believed in squatters' rights
    5—farmers who were conscious of their economic hardships

2. Diplomatic immunity is
    1—the condition of a country well-protected by buffer states
    2—a strong, unassailable alliance between states
    3—police protection granted to the embassies of foreign countries
    4—privileges granted by a country to its diplomats because of the nature of their work
    5—the freedom from arrest and taxation accorded to members of the diplomatic staffs of foreign countries

Directions.—Each incomplete statement below is followed by two or more numbered sets of completions. ONE of the 3 completions in each set is FALSE. Find the *false completion* in each set and on the answer sheet blacken the space corresponding to it in number.

However they disagreed on many details, the men who drew up the Constitution of the United States at Philadelphia in 1787 were agreed on certain essentials. The majority wished to create a central government which could

3. 1—support an army strong enough to suppress domestic disorder
   2—make commercial treaties with foreign nations

3—give financial assistance to private debtors

4. 1—pay off its financial obligations
2—collect and enforce interstate tariffs
3—be less directly subject to popular control than were the state governments

After the first World War there was a prolonged agricultural depression in the United States because

5. 1—the fertility of American farms was practically exhausted
2—the great expansion of land under cultivation during the war resulted in unsalable surpluses when the war markets collapsed
3—our high protective tariff prevented foreign nations from selling to us, and consequently they were not able to buy goods from us

6. 1—there was a sharp reduction in the demand for hay and grain to feed draft animals
2—improvements in machines made it possible to produce enormous quantities of agricultural products
3—foreign producers gained over thirty percent of our domestic market for agricultural products

Directions.—Each item in this section is a statement about *one* of the four labor disturbances (lettered A to D) listed below. Select the one to which each statement best applies and blacken the space beneath the corresponding letter on the answer sheet.

(A) Homestead Strike
(B) Pullman Strike
(C) Mining Strike of 1902
(D) Haymarket Affair

7. Was of such great importance that President Theodore Roosevelt intervened and induced a settlement of the matter.

8. Hurt the reputation of the Knights of Labor so much that this organization dissolved not many years later.

9. Culminated in a pitched battle between strikers and Pinkerton detectives hired by the Carnegie Steel Company.

10. Terminated to the advantage of the company because of a federal injunction issued against the labor leaders.

11. Was caused by the hurling of a bomb into the midst of massed strikers.

12. Did not terminate to the advantage of the strikers, principally because the companies involved succeeded in gaining the support of President Cleveland and Attorney General Olney.

13. Ended in signal victory for the strikers because the dispute was arbitrated in their favor.

14. Resulted in the breaking of the union's power and enabled magnates for over forty years to prevent the organization of labor in the steel industry.

Directions.—Each of the following quotations is typical of *one* of the 5 names or phases which follow it. Decide which one of the 5 choices is the most likely source of the quotation and blacken the space beneath its number on the appropriate line on the answer sheet.

Note.—You are not expected to recall these quotations from memory. It is intended rather that you examine each statement carefully to determine the point of view it summarizes and then from your knowledge of history select the most probable answer.

15. "We think it so much in the public interest to maintain a vigorous judiciary that we encourage the retirement of elderly judges by offering them a life pension at full salary. Why then should we leave the fulfillment of this public policy to chance or make it dependent upon the desire or prejudice of any individual Justice?
1—Charles E. Hughes
2—Herbert Hoover

3—Franklin Roosevelt
4—Thomas Dewey
5—Alfred Landon

16. "It matters not what way the Supreme Court may hereafter decide as to the abstract question of whether slavery may or may not go into a Territory under the Constitution; the people have the lawful means to introduce it or exclude it as they please for the reason that slavery cannot exist a day or an hour, anywhere, unless it is supported by local police regulations."
1—Roger B. Taney
2—John C. Calhoun
3—William Lloyd Garrison
4—Jefferson Davis
5—Stephen A. Douglas

4. WEST POINT APTITUDE TEST

The West Point Aptitude Test is two and one-half hours in length. The questions below indicate the general nature and difficulty of the test. However, one or two other types of questions may be contained in addition to, or instead of, those given below. A sample answer sheet and a list of the correct answers for the practice questions follow this test.

This section is based on an artificial language. The questions measure the understanding of the organization of a language and the ability to apply its principles with speed and accuracy. Principles used include the formation of words from roots, inflection of verbs for tense, agreement of nouns and adjectives, inflection for number, etc. The following key and questions illustrate the nature of the section.

KEY

Vocabulary

mesrag	the examination	pagrez	to be
poprun	a student	dinez	to like
mesrun	an examiner	cludez	to take
neezag	the difficulty	pol	not

Verbs are formed by changing the noun ending (*ag* or *un*) to
ez for the infinitive.
av for the present tense.
ej for the past tense.
ip for the future tense.

An adjective is formed from a noun by changing the noun ending (*ag* or *un*) to *ub*.

An adjective agrees with its noun in number. The plural of a noun or an adjective is formed by adding *no* to its ending.

There is no translation for the articles.

In questions 1 to 4, inclusive, select the one of the four alternatives which correctly translates the statement. Then on the appropriate line on the answer sheet blacken the space beneath the letter corresponding to that of your choice.

1. The student took the examination.
(*A*) Poprun cludej mesrag.
(*B*) Poprez cludav mesrag.
(*C*) Poprun cludip mesrag.
(*D*) Poprag cludez mesrag.

2. The examinations are not difficult.
(*A*) Mesragno pagravno pol neezub.
(*B*) Mesrag pagravno pol neezub.
(*C*) Mesragno pagravno pol neezubno.
(*D*) Mesragno pagrav pol neezubno.

3. Mesrun mesrip poprunno.
   - (*A*) The examiner examines the students.
   - (*B*) The examiner will examine the students.
   - (*C*) The examiners will examine the student.
   - (*D*) The examiner examined the student.

4. Poprunno poprav neezub mesrag.
   - (*A*) The students study the difficult examinations.
   - (*B*) The student will study the difficult examination.
   - (*C*) The students study the difficult examination.
   - (*D*) The student studied the difficult examinations.

In questions 5 and 6 decide which of the four alternatives should be used to complete the sentence and then on the answer sheet blacken the space beneath the corresponding letter.

5. Mesrun__________mesrag.
   - (*A*) poprip
   - (*B*) poprez
   - (*C*) neezip
   - (*D*) pagrej

6. Poprunno__________mesrag.
   - (*A*) mesrun
   - (*B*) cludag
   - (*C*) pagrip
   - (*D*) dinej

This section of the examination consists of a series of algebraic problems which measure the applicant's ability to perform simple algebraic computations with speed and accuracy. The problems cover the elementary principles of addition, subtraction, multiplication, and division in algebra and require a knowledge of such concepts as factoring, exponents, and evaluation.

For each question decide which of the five possible answers, lettered A through E, is the correct one and then blacken the space beneath the corresponding letter on the answer sheet.

USE THIS SPACE FOR FIGURING.

7. If $x+3y=11$ and $4y-x=17$, then $y-2x=(?)$

   (A) 1 (B) 2 (C) 4 (D) 6 (E) 12

8. $\frac{(7)(8)}{(2)(6)}\div\frac{7}{6}=(?)$

   (A) 1 (B) 4 (C) $\frac{14}{3}$ (D) $\frac{49}{9}$ (E) 8

9. If $h=k=p=5$, $21h^2-17k^2+6p^2=(?)$

   (A) 50 (B) 100 (C) 250 (D) 500 (E) 1100

10. If $t=-4$ and $n=5$, then $3(n-t)-8(t-n)=(?)$

    (A) -45 (B) -5 (C) 11 (D) 45 (E) 99

The following section measures the candidate's comprehension of words and his skill in dealing with word and thought relationships.

Directions.—Each of these questions consists of two words which have a certain relationship to each other followed by five numbered pairs of related words. Select the numbered pair of words which are related to each other in the *same* way as the original pair of words are related to each other. Then, on the answer sheet, blacken the space beneath the number corresponding to the number of the pair you have selected.

11. SMILE : LAUGH :: 1—grin : whimper 2—grin : wail 3—whimper : wail
4—whimper : sad 5—mouth : face

12. SPY : OBSERVE :: 1—wander : travel 2—eavesdrop : listen
3—laugh : play 4—consider : decide 5—ask : investigate

13. MICROSCOPE : SMALL :: 1—binoculars : perspective
2—scissors : sharp 3—telescope : distant
4—magnet : attractive 5—lens : magnified

Directions.—In each of the sentences below there is a blank space indicating that a word has been omitted. Beneath the sentence are five numbered words; from these five words you are to choose the one word which, when inserted in the blank space, *best* fits in with the meaning of the sentence as a whole. Blacken the space beneath the number on the answer sheet which corresponds to the number of the word you have chosen.

14. Although the Alps have often been described as a great ________, they have seldom protected the regions to the south from invasion.
1—phenomenon 2—barrier 3—thoroughfare 4—mystery 5—threat

15. The urban population of the United States has slowly ________, the urban decline in births being more than balanced by migration from the rural areas.
1—decreased 2—consolidated 3—disintegrated 4—increased 5—assimilated

16. Studies of children have shown that democratically organized groups do better and more careful work than groups under the supposedly ________ methods of authoritarianism.
1—dictatorial 2—obsolete 3—efficient 4—cooperative 5—haphazard

The following section is intended to identify the student who can apply basic knowledge in reasoning out solutions to new problems, rather than the student who has simply memorized formulas and processes. Some formulas are given for reference. It is assumed that the applicant is familiar with the use of algebraic symbols and the elements of geometry.

For each question decide which of the five possible answers, (A), (B), (C), (D), or (E), is the correct one and then blacken the space beneath the corresponding letter on the answer sheet.

USE THIS SPACE FOR FIGURING.

17. A truck is licensed to carry between 7 and 8 tons. What is the maximum number of bushel bags of salt it may carry, if one bushel weighs 70 pounds and one ton equals 2,000 pounds?

(A) 200 (B) 228 (C) 229 (D) 250 (E) 560

18. The reading of a certain instrument is the average of 6 successive positions of the indicator. If variations on either side of 24 are $+0.3$, -0.7, $+0.2$, -0.5, $+0.2$, and -0.4, what is the reading of the instrument?

(A) -9 (B) 23.1 (C) 23.85 (D) 24.15 (E) 24.9

19. A new machine part requires 25% less material than the old part and weighs one half as much. The weight per cubic foot of the new part is how many times that of the old?

(A) $\frac{1}{8}$ (B) $\frac{3}{8}$ (C) $\frac{2}{3}$ (D) $\frac{3}{2}$ (E) 2

20. A rectangular sheet of paper has an area of 24 square inches. If 4 holes, each having a radius of $\frac{1}{2}$ inch, are punched in this sheet of paper, what percent of the area of the rectangle has been punched out?

(A) $\frac{\pi}{2400}$ (B) $\frac{24-\pi}{2400}$ (C) $\frac{25\pi}{6}$

(D) $\frac{50(6-\pi)}{3}$ (E) $\frac{25(24-\pi)}{6}$

5. SAMPLE ANSWER SHEET

Answers to the questions in all examinations will be indicated on a *separate answer sheet* similar to the one below. No credit will be allowed for anything written in the test books. The answers to several of the questions are indicated in the appropriate places on this sample answer sheet. For a list of the correct answers to all questions, see page 164.

Mathematics Examination

1. A B C D [✓ E]
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E

English Examination

1. 1-2 1-3 1-4 2-3 [✓ 2-4] 3-4
2. 1-2 1-3 1-4 2-3 2-4 3-4
3. 1-2 1-3 1-4 2-3 2-4 3-4
4. 1 2 3 [✓ 4] 0
5. 1 2 3 4 0
6. 1 2 3 4 0
7. 1 [✓ 2] 3
8. 1 2 3 4
9. 1 2 3 4
10. 1 2 3 4
11. 1 2 [✓ 3] 4 5
12. 1 2 3 4 5
13. 1 2 3 4 5

United States History Examination

1. 1 2 3 4 [✓ 5]
2. 1 2 3 4 5
3. 1 2 [✓ 3]
4. 1 2 3
5. 1 2 3
6. 1 2 3
7. A B [✓ C] D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. 1 2 [✓ 3] 4 5
16. 1 2 3 4 5

West Point Aptitude Test

1. [✓ A] B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C [✓ D] E
8. A B C D E
9. A B C D E
10. A B C D E
11. 1 2 [✓ 3] 4 5
12. 1 2 3 4 5
13. 1 2 3 4 5
14. 1 2 3 4 5
15. 1 2 3 4 5
16. 1 2 3 4 5
17. A [✓ B] C D E
18. A B C D E
19. A B C D E
20. A B C D E

Key to Answers

Mathematics Examination
1. E
2. E
3. A
4. A
5. C
6. E

English Examination
1. 2–4
2. 1–3
3. 2–3
4. 4
5. 2
6. 0
7. 2
8. 2

English Examination—Continued
9. 1
10. 1
11. 3
12. 1
13. 5

United States History Examination
1. 5
2. 5
3. 3
4. 2
5. 1
6. 3
7. C
8. D

United States History Exam.—Cont.
9. A
10. B
11. D
12. B
13. C
14. A
15. 3
16. 5

West Point Aptitude Test
1. A
2. D
3. B
4. C
5. A

West Point Aptitude Test—Continued
6. D
7. D
8. B
9. C
10. E
11. 3
12. 2
13. 3
14. 2
15. 4
16. 3
17. B
18. C
19. C
20. C

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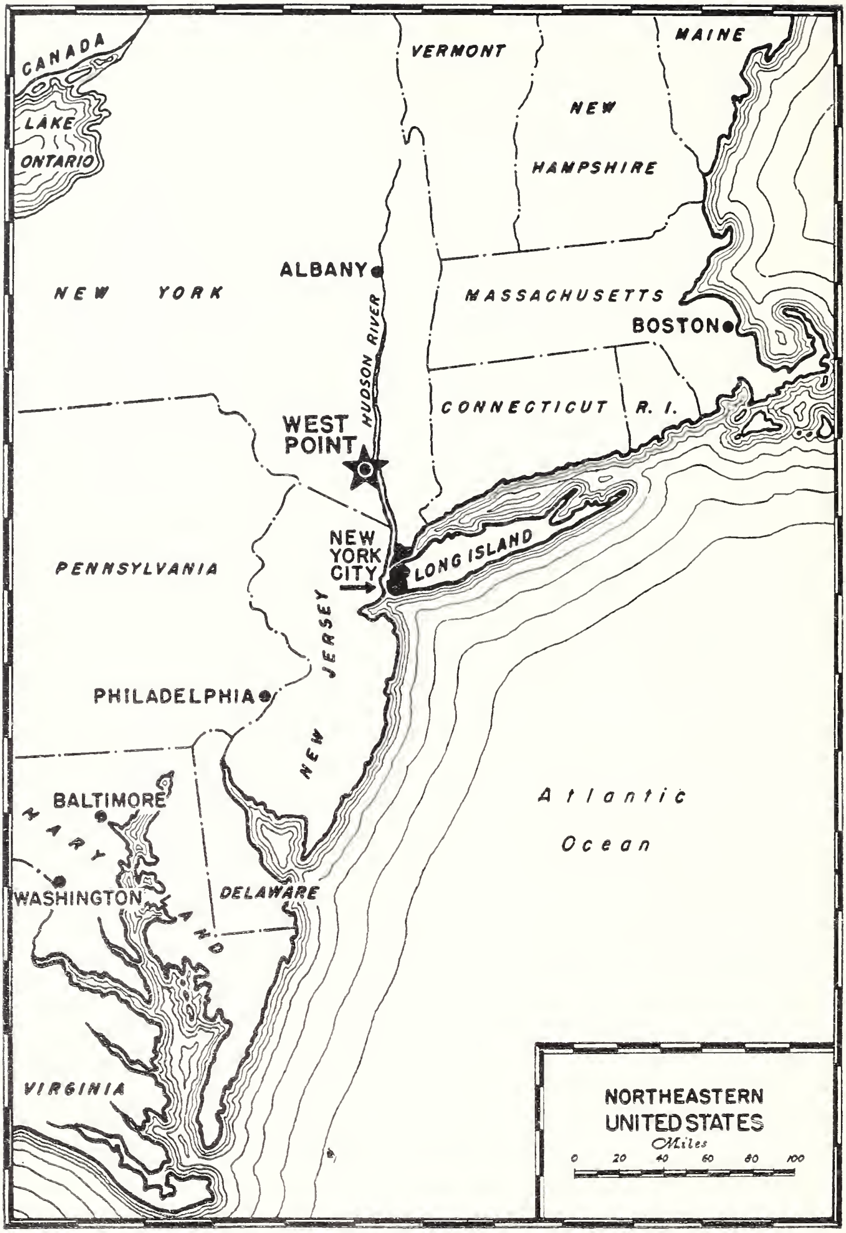
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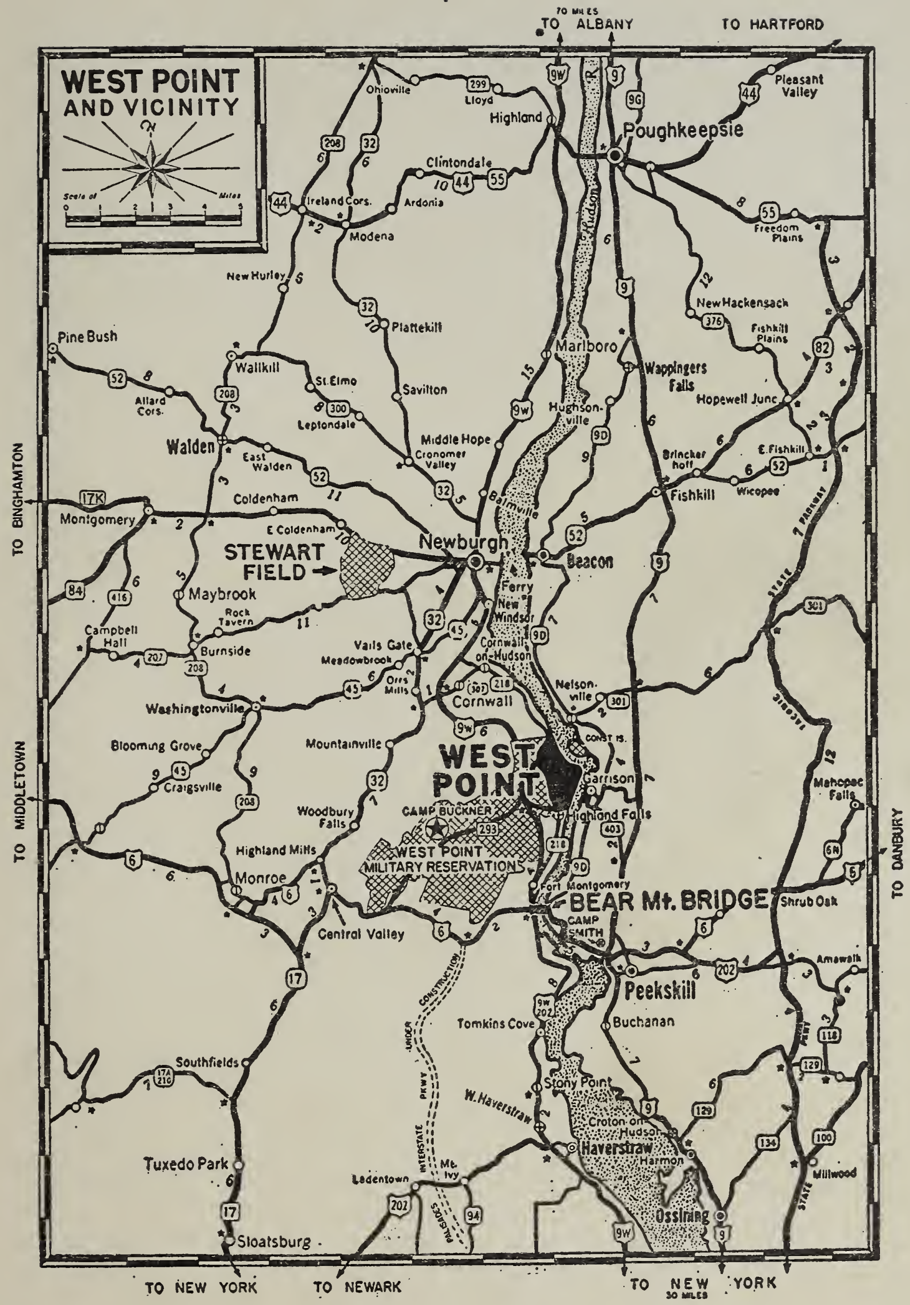
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Pleasant Valley
Poughkeepsie
Hudson R.
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Modena
Freedom Plains
New Hurley
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Cornwall
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Blooming Grove
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WEST POINT
CONST. IS.
Garrison
Mahopac Falls
CAMP BUCKNER
Woodbury Falls
Highland Falls
WEST POINT MILITARY RESERVATION
Highland Mills
Monroe
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Peekskill
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Haverstraw
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Tuxedo Park
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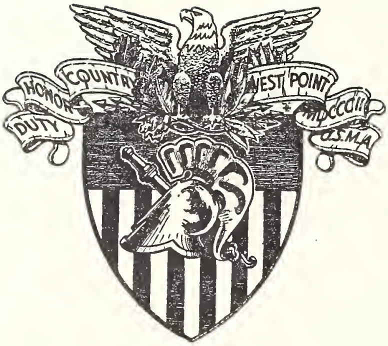
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